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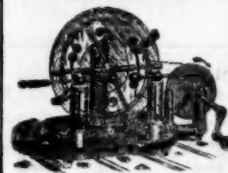
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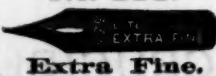
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THE TEACHERS SHALL SHINE

AS THE BRIGHTNESS OF THE FIRMAMENT;
AND THEY THAT TURN MANY TO RIGHTEOUSNESS
AS THE STARS FOREVER AND EVER.

—INSCRIPTION ON THE TOMB OF FICHTE.

INTEGRITY IS A DIVINE IDEA.

—FICHTE.

ENJOYMENT SOON WEARIES BOTH ITSELF AND US;
EFFORT, NEVER.

—RICHTER.

HE WILL DO THE RIGHT BECAUSE IT IS RIGHT, NOT
BECAUSE ARBITRARY REWARDS ARE ANNEXED THERETO.

—LESSING.

ALL THE POWERS OF THE MIGHTIEST NATION CAN
NEVER PREVENT BAD MEN FROM DOING WRONG.

—HORACE MANN.

CHILDREN are frequently educated to be deceptive. Especially is this true of girls. A mother recently said that she was sorely puzzled in bringing up her girls to teach them to be decorous and polite, and in other ways fulfil the requirements of good manners, and, at the same time, to be truthful. Society does not allow women

to express their own desires and deepest feelings. On the other hand the average woman is likely to say what she does not mean, or repress what she would like to say. The habit of deception grows with amazing rapidity in an artificial society. Young people, and even young boys and girls, are systematically trained to "put on" what they do not feel, and say what they do not mean. The direct result of this is immoral. It is not necessary to tell all we think at all times, neither is it necessary to say what we do not believe in order to appear well in society. The habit of truthful speaking is most important. No lesson in school is more so. How many pupils when asked, "Have you learned your lesson?" answer, "Yes," when they know they have not. In teaching arithmetic, grammar, history, geography, in fact in teaching any branch there are many and excellent opportunities for teaching absolute truthfulness. What lesson is more important?

THE post of difficulty is in the rural school. The graded schools have risen in rank, but the rural school remains nearly where it was twenty-five years ago. The main cause of this is that very poorly-qualified persons still find employment in the rural schools; the wages paid do not hold the better qualified ones. Nevertheless, there are men and women in the rural schools who, though poorly paid, are giving services worth ten times the monthly stipend they receive. These are most anxious to improve. One we know in Dakota, who is teaching for \$35 per month, is richly worth \$100.

These teachers have obstacles to meet and overcome that would seem sufficient to stop the wheels of progress. A teacher in Michigan writes of her work during the year, and we commend the progress she has made to others:

"The school-house stood alone; there was no fence, nor sidewalk, nor steps, nor outhouse, nor well, nor blackboards, nor maps, nor curtains for the windows; hogs and cows wandered around the building night and day; in fact, hogs ran under the floor when chased by dogs.

"I talked to the scholars about these things, and by the help of two good mothers, rails were hauled one Saturday, and I (remember this was a woman) with the older boys set to work to build a fence. In the afternoon three men came, and the fence was finished. On Monday a gate was put up. All this was rude, but it suited me, for it kept the hogs and cows out.

"Then I begged for thirty planks for a walk, and subscriptions came of one plank from this one, two from that, and so on. They were brought as the farmers went by, and thrown off in the road. On Saturday the planks were laid down. One of the boys made a wooden mat of slats, such as is seen in horse-cars. (I had seen one, they had not.)

"Then twenty-four maple trees were set out in front, and in the yard.

"It was not possible to have a well dug, and we have none yet.

"The outhouses were built the first week, owing to the pressure brought on the school officers by a Methodist minister I visited.

"The blackboard cost me a great deal of traveling. I rode twice to a town nine miles away; once to instruct a carpenter to make it, and the next time when he sent for me to say the chalk marks would not rub off. Then more instruction followed. What a rejoicing there was when the blackboard was brought up!

"Curtains at the windows were made of white cotton cloth; and the windows we fasten with sticks every night.

"Two maps are on my walls, and seventeen neat chromos.

"But the best thing I have done is to interest the people in the school. There is scarcely a Friday

afternoon that some do not come to see the school. The last hour is devoted to singing and dialogues. I may be doing wrong by having so many dialogues, but the pupils and people are interested. I will tell you of one, to show you that I work in education as well as amusement:

"One day we had the 'Settlement of Virginia' in the history class; on the next Friday the scene was dramatized. A boy came in representing Capt. John Smith, a girl as Pocahontas; another boy represented Powhattan. The story was told; Capt. John was taken prisoner; Powhattan was about to brain him; Pocahontas rushed in and saved him."

This teacher deserves the highest praise. In the face of difficulties she has made the school-room an attractive place. Let others follow this example.

CLARK UNIVERSITY, at Worcester, Mass., will open October 2, 1889, with Dr. G. Stanley Hall as its president. It was the idea of Mr. Jonas G. Clark, conceived many years ago, to found a superior school. He got a charter in 1887, and in placing Mr. Hall at its head, said the "desire is to fit men for the highest duties of life." There are to be classes in mathematics, physics, chemistry, biology, and psychology. The students will include (1) those who have taken the Ph.D. degree in this country or abroad; (2) those who are aiming at this degree; (3) special students not seeking degrees; (4) medical students. There will be about thirty scholarships founded. The aim of the institution, it will be seen, is to supplement the work of the college.

HEROISM is sometimes said to be dead, but when great emergencies arise it is found to be as much alive as ever. The Johnstown disaster has brought to light many instances, both among those who suffered, and those who relieved the sufferings of the afflicted city. Two accomplished young women who live in Brooklyn, and teach in this city, have written to the committee of relief asking for some homeless girl from four to seven years of age to adopt and educate. They say, "We feel quite sure that, in this great calamity which is appealing to all our hearts, you will not think we are overstepping the rules of courtesy by asking your assistance in helping us to find one of His little ones." Here is the beautiful Christian thought of taking care of His little ones. The fearful floods have saved some child who will soon have a loving home under the care of these excellent young women. Thousands of others will thus be cared for— orphaned boys as well as girls. It was also a heroic deed in its practical sympathy for a man to write the following:

GLENMORE HOTEL, June 4, 1889.

To the Relief Committee, New York City:

Am out of work; inclosed 25 cents, all the money I have.

Respectfully, R. N. J. R.

For Johnstown Relief.

Did not this man give more than all the millionaires of this city put together? Then there was that nameless hero who rode in advance of the towering bank of waters that was rushing down the valley, already doing its deadly work. He shouted and urged his foaming steed on and on, until both horse and rider were buried in a watery grave. It was a noble instance of life given for life, an example of the highest kind of heroism, akin to that of the Saviour of mankind on the cruel cross. The teacher in Nebraska, who last year risked her own life to save the life of her pupils in the blizzard, is another heroine whose name should be inscribed alongside the Maid of Orleans, Florence Nightingale, Mrs. Wittemyer, and Clara Barton. The higher qualities of nobleness and self-sacrifice are still as active in the breasts of thousands as ever, occasion only being needed to call them into action.

ILLITERACY.—MATERIALS FOR THOUGHT.

It is well, once in a while, to look over the entire field and note the condition of advancement indicated by the number who are able to read and write. This has been for more than a century the crucial test of a nation's standing. For example, the tribes of Central Africa have none who can either read or write,—they stand at the foot of the list; whereas in Sweden, Denmark, Bavaria, Baden, and Wurtemberg there are none who cannot read and write,—they head the list. The three Slavonic states of Roumania, Servia, and Moravia stand low down among civilized nations, having 80 per cent. of their population unable to read or write. But Russia is the lowest having over 80 per cent. of its population unable to read and write. Of the Latin-speaking races, Spain is lowest with 63 per cent., followed by Italy with 48 per cent., France and Belgium having about 15 per cent. The illiterates in Hungary number 48 per cent., in Austria 39, and in Ireland 21. "In England we find 13 per cent., Holland 10 per cent., United States (white population) 8 per cent., and Scotland 7 per cent. unable to read and write. When we come to purely Teutonic states, we find a marked reduction in the percentage of illiterates. The highest is in Switzerland, 2.5; in the whole German Empire it is but 1 per cent.; in Sweden, Denmark, Bavaria, Baden, and Wurtemberg there is practically no one who cannot read or write."

But let us look somewhat closely to the condition of things at home. According to the tenth census of the entire population of our country over ten years of age 18.4 per cent are unable to read, and 17 per cent are unable to write. The following table will put a few facts before our readers in a succinct manner:

	Unable to read. Per cent.	Unable to write. Per cent.
New Mexico.....	60.2	65.0
South Carolina.....	48.3	55.4
Louisiana.....	45.8	49.1
Wyoming Territory.....	2.6	3.4
Dakota.....	3.1	4.8
Oregon.....	4.1	5.7
Pennsylvania.....	4.6	7.1
Maine.....	3.5	4.3
Massachusetts.....	5.3	6.5
Colorado.....	5.9	6.6
Rhode Island.....	7.9	11.2

Of course the great illiteracy in the Southern states is due principally to the number of negroes in them. According to the census of the total colored population over 10 years of age, 70 per cent. are unable to write, but, on the other hand, but 62.7 per cent. of the colored population between the ages of 15 and 20 cannot write. The following facts are interesting. We commend them to the thoughtful attention of those of our readers who are accustomed to make comparisons.

Wyoming has a smaller percentage of illiteracy than any other state or territory, and Dakota and Oregon follow her closely. Colorado and Massachusetts very nearly balance each other, but this is no indication that the former has so general and good a system of education as the Bay state. The shoe factories and like industries of Boston, Springfield, Worcester, Lynn, Lowell, Haverhill, etc., are in great measure responsible for the lack of general education in Massachusetts. This is true of all large cities. The slums are to blame for the illiteracy of America's children.

Among the many lessons we can learn from these figures the following are a few.

The colored children of the South are making commendable progress, since the percentage of illiteracy among them is less than among the old people.

Compulsory education laws, faithfully enforced, have given Denmark its wonderful standing, and made Germany the greatest military power on the face of the globe. They have given her thousands of excellent lower schools, hundreds of gymnasia, and more universities than any other nation. When we compete with her kindergartens and her *real* schools, and when we learn how to make all our children *go to school*, then we can expect to stand nearer to her in point of literacy.

But leaving out of the count our illiterate colored and white population in the South, and the vast number of illiterates from Italy and other nations, for whose ignorance we are not responsible, it is certain that our record would surpass that of Germany. In enterprise, freedom from army proscription, number of papers printed, vigor of industry, and miles of railroads we are ahead of both Germany and England. This is taking into the account our population and relative condition. On the whole we are making satisfactory progress. Now if there is force enough in us to assimilate the lower races that come to us, and make them enlight-

ened, enterprising, high-minded American citizens, we shall have reason to boast. The next twenty years is going to test the strength of native American sinew, bone, and brain, and determine the question as to whether we shall be out and out American, or whether a new race shall rule this land, composite in its character, and European in its ruling spirit. The future only can decide this question, but the schools are helping mightily in hastening the final judgment.

INTERESTING SCHOOL BOOKS AND SOUL TEACHING.

The question was asked three weeks ago why school-books cannot be made as interesting as novels? Already several teachers declare that they cannot be. We ask why? Will our readers think of this question, and send us their answers. It used to be thought that an essential element of a sermon was its dryness; but thousands of earnest preachers have proved that a sermon will often draw larger crowds than a play. Times change and we change in them. Why give a child an unattractive book? The very soul and center of all teaching is *interest*. The great superiority of American school-books over European ones is in the matter of *interest*. Many of our recent histories and geographies are marvels of beauty and attractiveness. Now let the same advance be made in other departments. Since writing that editorial, Supt. Marble's report of the Worcester schools has come to hand, and the first paragraphs that caught our notice, were the following. We trust our skeptical friends will carefully read what is said, and then conclude that we are not singular in claiming a school-book should have a deep interest connected with its style, manner, and make up.

"Need arithmetic ever be uninteresting?—that science of numbers and computation, the fitting together of whose parts, when rightly led up to and explained, is more fascinating even to children than the building of houses with blocks? Is grammar and the study of language dull, when by the transposition of a word a different meaning can be expressed—that vehicle of thought whose varying shades are never alike in any two cases, any more than are the forms of the fleecy clouds floating in a summer sky? To know how to handle the language so as to express the thought accurately, may be made to have a fascination even for a young child. And geography—is that a dull study, when we consider the great round world on which we live, its inhabitants, its physical features and the varied products of different climes? I am surprised that any one should object to the study of geography as useless or uninteresting."

"I am not finding fault with this class of earnest workers. Year by year, with broadening experience, my admiration for them as a body, and my surmise at their self-sacrificing toil, and the measure of good which they do, and the really parental interest they take in their pupils, is augmented. Nevertheless there are poor teachers in varying degree: it is theirs to raise to life the dormant minds of children; they can do this only when the warmth of life is in themselves to go out in their teaching. The prophet Elsha restored vitality to the son of the Shunamitish woman, not by lecturing him, but by contact of his own warm heart—by breathing upon him the breath of his own life."

There is truth here, and important truth too. Supt. Marble is a new education man, even though he acknowledges it not. Interest is everything. Breathing upon a pupil the breath of one's own life, revives him, even from the hereditary curse of stupidity. We reiterate what we said three weeks ago, re-inforced by the eloquent language of Mr. Marble: "Children should cry for arithmetic as they cry for candy." And good teaching and good books will bring this blessed result; but especially is the force in the teacher. The touch of heart to heart, and hand with hand, is the connection on which goes the electric current of love and mind power.

ROUTE TO NASHVILLE.

Tourists will leave New York by the Old Dominion Steamship Company; a delightful sail of about twenty-four hours is had to Norfolk, Va. From there a special steamer is taken to Newport News and Old Point Comfort, famous for the Hygeia Hotel, and Fortress Monroe. An attractive drive of fifteen minutes brings one to Hampton, where are located the National Soldiers' Home and the Hampton Institute, which is supported by the government for the education of Indian children. Old Point Comfort is the eastern terminus of the Chesapeake and Ohio railway, where cars are taken for Richmond, passing Williamsburg, noted as the seat of William and Mary College, the second oldest institution of learning in America. At Richmond, Va., are Washington's headquarters during the Revolution, the capitol where laws of the Confederacy were framed, Libby prison, Belle Isle, and other reminders of the late war. Leaving Richmond, the train takes its way through one of the

old tobacco sections of Virginia on to Charlottesville, at which is Monticello, the home and tomb of Thomas Jefferson. From Charlottesville the train makes a gradual ascent of the Alleghany mountains, passing through the great Piedmont valley. The descent of the mountains is along the banks of the picturesque Greenbrier river, and through the canons of New river, a swift, turbulent stream that has cut its course through the granite walls of the mountains. The New and Gauley rivers unite and form the great Kanawha, along which the route is laid, passing Kanawha Falls, a beautiful scene of watery waywardness. The Ohio river is reached at Huntington, and after a few hours' ride through the famous blue grass regions of Kentucky, the train enters the Valley of Tennessee, and on to Nashville. For the return, stops will be made, *en route*, at Mammoth Cave, the greatest of subterranean wonders. The White Sulphur Springs (the Saratoga of the South), are directly on the route, and are well worthy of a visit, as are any of the famous Virginia spring resorts which are nestled in the mountains. By the Natural Bridge route the historic James river is skirted. Natural Bridge is but a short distance from the railway station. It is a curiosity of Nature's museum too great for a condensed description, a bridge wide enough for the county road to cross, 190 feet high, uniting two mountains. From here the trip is via Lynchburg, Va., Washington, Baltimore, Philadelphia, to New York. The total cost of this trip from New York to Nashville and return will be \$37.00. This will include meals and stateroom on the steamer. Those who wish can return by Richmond and the Old Dominion Steamship Line to New York, which price will be \$32.00. Tickets will be good till October 1, and stop-overs allowed at any point going and coming.

TEACHING CURRENT EVENTS.

Much has been said recently about bringing children into sympathy with the work of the world. All admit that this is very beneficial, *if it can be done*; but *how* can it be done? This is the point to be settled.

1. *It is important.* Children are soon to take their places as citizens of the world. Their future success depends upon realizing into what kind of a world they have come. They must be in sympathy with the daily paper and the monthly review.

2. This sympathy and knowledge cannot be got by memorizing isolated facts. Suppose the teacher puts on the board the following sentences:

Queen Victoria was seventy years old May 24.
Prince Frederick, of Germany, died last year.
King Humbert, of Italy, has visited Berlin.
The Shah of Persia is visiting Europe.

These facts are duly repeated by several pupils, and in concert by the entire school, and the teacher imagines she has done a good thing, whereas the fact is she has done an evil thing. The mere repetition of words is a delusion and a snare, unless the words repeated carry with them pictures of actions and stories of adventures. The husks of words and dry dates are of little use.

3. *But how can the thing we have talked about be done?* In these ways: Every historical incident has connected with it its central story, and in this story there is a central human figure. Find this story and tell it. Give the human actors' names, and describe them: dress, personal appearance, and personal peculiarities. If these word pictures are well made, every child in school will listen with ears, mouth, and eyes open. Now for the application to the events printed above. Tell a good story concerning Queen Victoria; then when you write on the board that she is "seventy to-day," every child will be interested and remember. After a while a better course can be pursued. It is this: Get the pupils to tell a good story about some person. This will be the very best thing possible if the anecdote is well and distinctly told. If you have not created sympathy in the school, with the name written or mentioned, *do not write or speak it*. This is good doctrine, and all judicious teachers will follow it.

THERE are many teachers who pay no attention to light gymnastics or calisthenics in their schools; they little know the loss that accrues to their school! But we now particularly refer to one excuse that is frequently made—the difficulty of teaching it. The blind asylum, in New York City, gave at its anniversary this year, an exhibition of light gymnastics that consisted of at least three hundred different movements. There was music to mark the time, of course, and to this they moved their arms and legs, marched, side marched, back marched, turned, and all appeared very happy. It showed this—that pupils with eyes could learn these

same exercises. The effect of these exercises on the health, on the discipline, on the happiness of the pupils of a school is something quite beyond what a person can explain. A school-room without calisthenics or light gymnastics is not yet a school-room in the best sense of the word. The pupils do not get what they ought to get in a school-room.

THE superintendent of public instruction reported in 1888, that the eight Indian reservations in this state were "nests of uncontrolled vice." This led the Presbyterians of Buffalo to appoint a committee to investigate the condition of the Indians of Western New York. The committee turned their attention to four reservations, the Cattaraugus, the Allegany, the Tonawanda, and the Tuscarora. They give the Indian a much better character than the superintendent would allow him, and express the opinion that the superintendent's findings were based on "a hasty generalization from a brief visit to a portion of the field." From our observation we are of the opinion that Judge Draper is right. It is a burning shame that in the very center of the state of New York there is a tribe of Indians, as uncivilized and heathen as they were a hundred years ago. It is the duty of our superintendent to call public attention to the facts in the case and urge immediate action to bring these people into a better condition.

In a brief note to an article sent us by Miss Caroline B. Le Row she says: "Hamlet declared with reference to his love for Ophelia, and his disagreement with Laertes, 'Why, I could fight with him upon this theme until my eyelids would no longer wag.' So do I feel concerning the subject of 'Elementary Elocution,' the neglect of which in the lower classes increases my work in the high school a thousand fold, and even then effectually prevents its ever amounting to anything. I speak of 'my work' only as typical of all the work of that grade. Such a pity!—to try and build our educational structure on the chimneys instead of the foundations. In the teaching of reading we are more radically wrong—I am sure of it after twenty years' experience—than in any other subject." These are sound words from one who knows. Here is much food for thought. What do our readers think about it? When Miss Le Row's article is read, many of our readers will be set thinking about some important things.

COL. THOMAS J. MORGAN, principal of the Rhode Island state normal school, has been appointed to fill the vacancy created by the resignation of John H. Oberly, commissioner of Indian affairs. Colonel Morgan was recommended for the office of commissioner by the Indian Rights Association and other friends of the red man. Mr. Oberly, who was appointed last September, has made an excellent record during his brief incumbency, and Colonel Morgan will, without doubt, maintain the office at a high pitch of efficiency. This is the opinion of the *Tribune* of this city, and we have no doubt of the soundness of its judgment.

PERMANENCY in office when united with ability is a good thing. This is exemplified in the instance of Supt. E. A. Gastman, of Decatur, Illinois, who is just entering his thirtieth year of service in his schools. This can be matched only in two instances in this state: Ex-Supt. Smith, of Syracuse, and Supt. MacMillan, of Utica. The people of all these cities are to be congratulated on the possession of a good amount of common sense. May it prove contagious.

OUR correspondent in Japan sends us two gorgeous pictures and a description of each. The first represents the royal procession on its way from the new palace finished this spring to the ceremonial military review on the day of "Conferring the Constitution," March 11 in this year. The second represents the "Conferring of the Constitution on his subjects by His Majesty, the Japanese Emperor," in the great hall of the new royal palace at Tokio.

THOSE who have arranged "General Exercises" of any kind, and for any occasion, will do our readers a favor by sending them to us. If we find them adapted to our wants, we will pay for their use, but if we cannot use them we will return the manuscript to the authors.

WHO need the best teaching and accommodations? The few who attend the high school, or the many who attend the lower grades? This would be a good question for discussion at a teachers' association, if it had two sides.

SEVERAL valuable aids to the proper appreciation and study of the subjects of physiology and hygiene have been brought before the public in the form of manikins, manikin charts, physiological charts, etc., but the high price has been a great obstacle in the way of securing them. The publishers of the JOURNAL have just issued a valuable physiological chart, called the "Man Wonderful" Manikin, which combines all the desirable qualities of the more expensive ones, viz.: scientific accuracy, beautiful finish and coloring, truth to nature, durability, etc. It is of convenient size, and shows the full figure. The price is so low that all classes can obtain it. Several remarkable premium offers appear on another page. Friends of the JOURNAL are invited to send for a full description.

TWO GOOD SUGGESTIONS.

Now that we are on the eve of the Nashville meeting, may we not hope that all the Drs. and Profs. present will be known as Mistrs? It will also be greatly to the credit of the teachers of the country if all the guns, big and little who go, will keep their contract. The attempt to soldier on railways and at hotels, by prominent (?) educators at the expense of lady teachers in their charge, does not strike me as being "way up" in the scale of square dealing. May I not second Bro. Greenwood's motion in your issue of the 11th, and beg that next time he say it in ten lines?

San Francisco.

M. BABCOCK.

AMERICAN INSTITUTE,

BETHLEHEM, N. H.

It will never do to let the teachers of New England have the American Institute meeting at Bethlehem, N. H., all to themselves. New York should claim a share in the good things it offers. On the very first evening (Monday, July 8), one of our own men, Professor Andrews, of Cornell, is to show the assembled teachers "The Indispensableness of Historical Studies for Teachers." And on the next morning, after Dr. William T. Harris will set forth the theory by an address on "The Study of Natural Science—its Uses and Dangers." Another of our teachers, Professor Woodhull, of this city, will illustrate very practically "Science for the Common Schools by Experimental Methods." The same evening President Bartlett, of Dartmouth College, speaks upon "Reading." On Wednesday the topics considered are more general. Professor Small comes from Colby University to talk upon "The Dynamics of Social Progress;" Dr. Morgan, of Rhode Island, will give his views on "The Education of the Masses," and in the evening Superintendent McAlister, of Philadelphia, will speak of "The Adjustment of some Recent Tendencies in Elementary Education." On the last day Dr. Rounds, of Plymouth, will explain "The Place of the Normal School," and Commissioner Stockwell, of Rhode Island, will show "The Political Function of the Public Schools." The closing address, on Thursday evening, will be by Senator Blair, of New Hampshire. Large provision has been made for voluntary discussion, and there will be readings by Professor Churchill. The sessions are held only morning and evening, leaving the afternoon free for recreation.

The coming meeting of this old association under the energetic direction of Supt. George A. Littlefield, its president, promises to be one of the most enjoyable and profitable gatherings ever held in New England. Bethlehem, N. H., is surrounded by the magnificent scenery of the White mountains. The mornings and evenings will be devoted to professional and literary profit, and the afternoons to pleasure. We advise all our New England readers to go to this meeting.

MARTHA'S VINEYARD SUMMER INSTITUTE.

The twelfth annual session of the Martha's Vineyard Summer Institute will open July 15, the school of methods continuing three weeks, the Monroe college of oratory four weeks, and the academic departments five weeks. Most of the academic departments will be in charge of the professors so long identified with the institute.

The Monroe college of oratory, under the personal direction of Dr. C. W. Emerson and his faculty, will hold its entire summer session at the Vineyard.

The school of methods is again under the management of Mr. A. W. Edson, agent of the Massachusetts board of education. His faculty, without an exception, is composed of experienced institute workers.

Martha's Vineyard combines the advantages of the country and seaside, with the advantages of a city very near by. Class work will be so arranged that all may enjoy the delightful sea-bathing at the most favorable hours of the day. Teachers and students thinking of attending a summer school will do well to consult the large circular giving outlines of work and information on every point connected with the institute. Application may be made to Dr. W. A. Mowry, 50 Bromfield street, Boston, or to A. W. Edson, Worcester.

MEMORIAL DUTIES TO OUR HEROES.

REMEMBER THE LIVING. REMEMBER THE DEAD.

"Hold them in loving and tender remembrance,
Shot-torn and steel-pierced, those brothers of ours;
Give them all honor for what they have won for us,
Strew on their couches the loveliest flowers.

"Never forget them—the horrors they suffered,
Born of the fever, the prison, the pain;
The hearts sick with longing—the eyes slowly glazing—
Remember our brothers, who for us lie slain."

"How sleep the brave who sink to rest,
By all their country's wishes blest!
When Spring, with dewy fingers cold,
Returns to deck their hallowed mould
She there shall dress a sweeter sod
Than Fancy's feet have ever trod.

"By fairy hands their knell is rung,
By forms unseen their dirge is sung;
There Honor comes, a pilgrim gray,
To bless the turf that wraps their clay;
And Freedom shall awhile repair,
To dwell a weeping hermit there!"

It is both right and proper to remember the dead, but we have duties towards the living. Our Revolutionary heroes have long ago passed away, and the last remnant of the veterans of the war of 1812 are tottering on the verge of the grave, but a great army of the republic who fought in the last war is with us. It is our duty to cherish their names with honor. No citizen of this nation can for a moment doubt that this is an imperative as well as a loving duty. In paying this debt which the present generation owes to one that is rapidly passing away the schools should bear a conspicuous part. How can teachers help? In the following ways:

Post up in a conspicuous place in the school-room the names of the leading generals now alive. These would appear somewhat as follows:

Gen. William T. Sherman.
Gen. O. O. Howard.
Gen. William Warner.
Gen. Moses H. Neil.
Gen. Daniel E. Sickels.
Gen. Henry A. Barnum.
Gen. Daniel Butterfield.
Gen. Lucius Fairfield.
Gen. Henry W. Slocum.
Gen. Edward Ferrero.

Concerning each of these a little information could be given, somewhat as follows:

Gen. William T. Sherman was president of a Southern military college when the war broke out. He commanded one of the wings of Grant's army in its movements, winding up the campaign by his "march to the sea" through Georgia. He became General of the United States Army, from which he was retired on half pay. He is always a welcome guest with the members of the G. A. R., by whom he is better known by the name of "Uncle Billy."

Gen. Howard is in command of the United States troops, Fort Hamilton. His work in the war, especially at Gettysburg, is too well known to need comment here.

General Warner, of Kansas City, is commander-in-chief of the G. A. R. General Neil, of Columbus, O., is senior vice-commander. Of the other names we give the following information:

Gen. Daniel E. Sickels commanded the Excelsior brigade around Richmond and at Antietam. At Chancellorsville he commanded a division; and at Gettysburg, where he lost his leg, he was at the head of the Third Army Corps, gaining the brevet of major-general by his bravery.

Gen. Henry A. Barnum all through the four years' conflict was always to be found at the head of his men. Gen. Daniel Butterfield was distinguished during the war. His service in the field is more than creditable.

Gen. Lucius Fairchild lost his right arm under Gen. Phil. Kearney early in the war, but soon resumed com-

mand of his soldiers and fought to the end of the strife.

Gen. Henry W. Slocum was an active soldier during the whole war, and one of the fighting men of the Army of the Potomac. His stubborn defense of the Round Top at Gettysburg gave the remainder of the army time to reach the battle-field, and to make that engagement the turning point, as well as one of the decisive battles of the war.

Gen. Edward Ferrero, during the battles of South Mountain and Antietam, commanded a brigade and nobly earned his rank as brigadier-general. He bravely defended Fort Sanders against Longstreet's deadly assault, and participated in the capture of the rebel fortifications at Roanoke Island, N. C.

This will indicate the method of honoring the men, now alive, who risked their lives in the service of the country. Of course different localities will honor different men, both North and South. It is the duty to which we call attention more than the men who acted. No sentiment should be strengthened more firmly in the hearts of the young than love of home and native land. And as all history centers around actors, there is no surer way of intensifying this feeling than by holding before the young the living actors in the thrilling scenes through which we have passed.

HOW TO INTRODUCE DRAWING IN PUBLIC SCHOOLS.*

By CLARENCE E. MELENEY, A.M., Superintendent
of Schools, Somerville, Mass.

In consideration of the establishment of a system of drawing on a broad educational basis, I deem it important to lay before you an outline of the course which I believe we ought to pursue, and present some considerations bearing upon the principles upon which it is founded, and the methods by which it can be carried into effect.

As to the course. In inaugurating a new work, you can appreciate the fact that it would be impossible to apply the perfected course to all the grades of our schools, as much of the work depends upon the foundation, which must first be laid. It would be useless, therefore, to adopt a course at present, because such a scheme must be built up year by year.

We intend at once to commence in the first grade with the little children. As color makes an earlier impression than form in the mind of a child, educators place the study of color first in the curriculum. In many places the subject is presented in connection with drawing, because it is naturally associated with it, and is an important feature of industrial education. It is one of the first lessons of the kindergarten, to which we are accustomed to look for first principles. We hope to give it more room in the future.

We shall next put into the hands of the child the models of the first set, that known in the kindergarten as the *second gift*, the *sphere*, *cube*, and *cylinder*, and the accompanying modifications. These they are to study by the exercise of all the senses through which the mind receives the impressions of form. Subsequently, other type forms are to be used, and also the forms of nature.

In the process of learning, and in developing the faculty of *reproduction* or *representation*, these type forms, and their counterparts in nature, are to be made of clay, and to be drawn on paper. This, being fundamental, will constitute the work of all the primary grades at present, and, to some extent, of the grammar classes as well, the time spent upon form-study depending upon the ability of the children to master it, and their fitness to proceed to advanced work.

It is, therefore, necessary to supply each building with a box of models, from ten to twenty pounds of artists' clay, lead pencils, cheap manilla drawing-paper, and manuals to guide the teacher in the use of the models. The kindergarten system furnishes us the principles of the study of form and drawing. All geometrical solids are taught from the type forms; the *plane* figures from the faces of the solids, tablets, and paper; and the *lines* from the edges of the solids and sticks, strings, or rings.

These forms are studied in the kindergarten first, as "Forms of Knowledge." The form and the ideas, obtained by the child from these objects, are expressed through the *occupations* of the kindergarten, clay-modeling, paper-folding, paper-cutting, sewing, and drawing. This underlies, and is a preparation for, the study and

expression by drawing of the facts of form, which leads to construction.

The study of these forms in nature, by elementary zoology and botany, and the modeling, making, and drawing of the objects is based on the kindergarten gifts and occupations treated as "Forms of Life," (animal and vegetable). The drawing in this connection concerns the "appearance of form," which, however, includes also the drawing of type forms as to their appearance. The representation of "Forms of Life," includes curved and straight-line figures. Almost everything in nature is graced by curved lines. The kindergarten, however, chooses to include whatever the child is familiar with. This feature of the drawing, therefore, deals with curved and straight-line drawing.

The symmetrical arrangements of the material in the kindergarten, whether solids, planes, or lines, curved or straight, are there called "Forms of Beauty or Symmetry," and are the basis of decorative design.

This shows how important the kindergarten system is as a preparation for drawing. The courses adopted by the National Teachers' Association, and our leading cities, make due allowance for these three phases of primary drawing, which lead directly to the practical application of drawing in the higher classes in the three subjects—construction, representation, and decoration. We hope to do the same.

As all the knowledge imparted in the kindergarten may be classed under some division of form, except, of course, those qualities or attributes of objects which are incidental, so all elementary knowledge depends upon form, as its first and most important characteristic. This is true of natural history, botany, geography, and every elementary science. Children acquire these elements through the senses. Form is primarily perceived by touch, secondarily by sight. How important it is, therefore, that children have typical forms in their hands, and be brought into contact with the real things so abundant in nature. Following out the lines of the kindergarten, we find that form underlies science, art, and the industries. We perceive by the senses of touch, sight, hearing, etc., and we express thought and knowledge by the hand, in *making*, *drawing*, and *written language*, and by the tongue in *oral language*. Clay has been found to be the most convenient, and simplest means of expression in form. It is capable of practical use in intermediate as well as elementary grades, in the high school, and in the artist's studio.

Drawing is related to form, as a means of expression by *delineation*. From the outset, children should be taught to make pictures of what they see, to draw what they know, and later, what they can imagine. The drawing should represent what is in the mind, whether a form, a fruit, or a continent. The exercise of drawing should tend to perfect the concept, and develop the faculty of expression. The drawing, when done, should convey to the mind of the teacher, the knowledge or thought of the little artist, or it should be a pattern by which something can be made. Thus it may be a picture of the object, as it looks, or it may be a drawing of the actual facts of the object, by measurements, if you please. In addition to the former, the object-drawing, it may include also the embellishment, or the adornment of the object, leading to the aesthetic in art.

THE SCHOOL ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

EVENTS, JUNE 23-29.

June 23—Battle of Plassey,
June 24—Henry Ward Beecher.
June 25—John Horne Tooke.
June 26—Francisco Pizarro.
June 27—Charles XII.
June 28—Jean Jacques Rousseau.
June 29—Peter Paul Rubens.

The above is designed to be put on the blackboard in time to allow the pupils to look up something about each. This may be a general task; or, for an individual report.

PEOPLE AND EVENTS IN THE SCHOOL-ROOM.

June 24, 1813.—Henry W. Beecher was born; American preacher and writer. He was one of the founders of *The Independent* and very prominent as a pulpit orator. Mr. Beecher spoke on the subjects of temperance and anti-slavery: One Sunday, after a sermon against

slavery, he said: "I am about to call Mrs. Blank, a modest and respected woman. She has a pleasant home, and a number of small, bright children. Come, Mrs. Blank." Behold a fine-looking colored woman, nicely dressed, arose and walked down the aisle, and stood before Beecher. "Yesterday a man came to this city with papers, proving this woman to be his property, and proposes to take her back into slavery. Shall he do it?" "No! No!" loudly came from all parts of the house. "Well there's only one way to save her; the ushers will pass round the plates. Fifteen hundred dollars is the price he holds her at." The money was soon raised and the woman given her freedom.

June 25, 1736.—John Horne Tooke was born. During the beginning of the American revolution, Mr. Tooke was beside himself with rage. "Here I am, born and raised in England, yet the king and politicians will go way over to the American colonies and shoot down those poor people like dogs. This sending Gage there is unjust. Let's see!" as he tapped his finger on the top of his bald head. "I have it; I'll show the king that this is not liked." So the next day, posted up in many parts of London, was this advertisement; "Funds wanted, for widows and orphans of Americans murdered by the king's troops at Concord and Lexington."

June 26, 1541.—Francisco Pizarro killed; Spaniard who invaded Peru, and secured so much gold. Said Dumatre, a swarthy Peruvian, "See yon troop of men each carrying so heavy a load. Why, there must be more than a thousand. What means it?" Then answered Almagro, "Yes, there are many men, and each man carries more gold pieces than there are men in the troop, and all to that Spaniard for the ransom of our king, my relative. I swear if he now does not restore my relative to the throne, I shall look after that Spaniard myself."

When a large room had been filled full of gold coin, Pizarro acted in bad faith, and Almagro, true to his oath, had him killed.

June 27, 1682.—Charles XII. was born. Three great kings of Europe got their heads together, and agreed to divide the territory of Sweden among themselves, as they would a mince pie cut into three pieces, but the young man, Charles XII., worked up his spunk and whipped those kings, and got back his throne. He then imagined his power to conquer knew no bounds, but he at length met his match and was killed.

June 28, 1712.—Jean Jacques Rousseau was born; Swiss philosopher and writer. He did much for education in his time. His writings had much influence during the French revolution. Ask the pupils to name one of his works. He wrote "Emile" an educational work. He labored to get the schools out of the rut they were in, and to study nature and concrete things more.

LOUISA MAY ALCOTT.

NOTE.—The parts are numbered so that each pupil may rise and give one, without interruption.

1. Louisa May Alcott was born in Germantown, Pa., Nov. 29, 1832. She was the daughter of Mr. Amos Bronson Alcott, who was famous as a philosopher and as the friend of Emerson. Her home was in Concord after her second birthday. In 1840 the family moved to Concord, Mass.

2. Miss Alcott said of her school life: "My father's school was the only one I ever went to, and when this was broken up, because he introduced methods now all the fashion, our lessons went on at home. I never liked arithmetic or grammar, and dodged these branches on all occasions; but reading, composition, history, and geography, I enjoyed." Her teachers were Margaret Fuller, Henry Thoreau, and her father.

3. Miss Alcott learned many things besides these branches. She said: "Walks each morning round the Common, while in the city, and long tramps over hill and dale when our home was in the country, were a part of our education, as well as every sort of housework, for which I have always been very grateful."

4. She tells one funny incident of her childhood in Concord: "Mr. Emerson and Margaret Fuller were visiting my parents one afternoon, and the conversation having turned to the ever-interesting subject of education, Miss Fuller said:

'Well, Mr. Alcott, you have been able to carry out your methods in your own family, and I should like to see your model children.'

She did in a few moments, for as the guests stood on the door-steps a wild uproar approached, and round the corner of the house came a wheel-barrow holding baby May arrayed as a queen; I was the horse, bitted and bridled and driven by my elder sister Anna, while

* From the last year's annual report of the superintendent of schools, Somerville, Mass.

Lizzie played dog and barked as loud as her gentle voice permitted. All were shouting and wild with fun, which, however, came to a sudden end as we espied the stately group before us, for my foot tripped and we all went down in a laughing heap, while my mother put a climax to the joke by saying with a dramatic wave of her hand: "Here are the model children, Miss Fuller."

5. When she was fifteen, the family was quite poor, and she decided to go to work, saying to herself, "I will do something by-and-by. Don't care what,—teach, sew, act, write, anything to help the family; and I'll be rich and famous, and happy before I die, see if I won't!"

6. Her first printed book was composed of fairy tales told the Emerson children. When she was nineteen, her first story was accepted. She continued to write trashy stories for weekly papers for awhile.

7. Soon after the war broke out, Miss Alcott offered to go as nurse, and was sent to Washington, D. C. The home letters she wrote from here were revised and published in a book called "Hospital Sketches." It was her first successful volume.

8. In 1865 she went abroad as companion to an invalid lady. Three years later she was asked by some publishers to write a book for girls. She wrote "Little Women" to show them that she could not write girls' stories well. It was queer proof, for no girls' book has been more famous. The book is a record of her childhood, Jo representing herself, and Meg, Beth, and Amy, her sisters.

9. Before the book was printed, one of the publishers thought he would test it, so he gave the manuscript to his niece, sixteen years old. She became so interested that she forgot everything else, laughed and cried at times, and at last laid the book down with a happy sigh. Her uncle decided that it would surely be successful when printed, and it was.

10. Her appearance when a girl is described in her picture of Jo, in "Little Women." "Jo was very tall and thin and brown. * * She had a decided mouth and a comical nose, and sharp gray eyes. * * Her long, thick hair was her one beauty, but it was usually bundled into a net to be out of her way. Round shoulders had Jo, and big hands and feet, and a fly-away look in her clothes."

11. Her appearance before she died was that of "a queenly looking woman with a face at once thoughtful, humorous, dignified, and yet sympathetic." She had "luxuriant dark hair and gray-blue eyes."

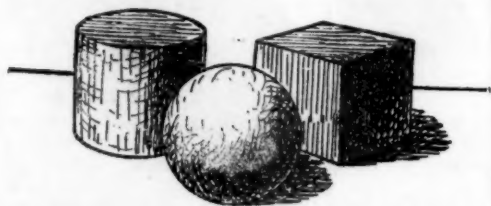
12. After her mother's death, she wrote:

How could we mourn like those who are bereft,
When every pang of grief
Found balm for its relief
In counting up the treasures she had left:
"Faith that withstood the shocks of toil and time,
Hope that defied despair,
Patience that conquered care,
And loyalty whose courage was sublime."

FORM STUDY.—PRACTICAL LESSONS.

By LANGDON S. THOMPSON, Jersey City.

FIRST GROUP OF SOLIDS.



The Forms of the Sphere, the Cube, and the Cylinder.

HANDLING THE SPHERE AND THE CUBE.

Each pupil should be provided with solids of the above form, small enough to be conveniently grasped in the hands. When all are ready, direct each pupil to clasp the sphere in the right hand, then in the left hand, then to roll it between the palms of both hands; also if the top of the desk is horizontal, let each child roll the sphere on the desk. Now let the pupil grasp the cube in each hand alternately, and attempt to roll it on the top of the desk. Ask the children if both objects feel alike.

Once more let each child grasp the sphere in one hand and the cube in the other. Ask which one feels sharp



or disagreeable when tightly clasped, and which one feels smooth and agreeable. Give the name *sphere* to the round object, and *cube* to the other one.

Let the children find out by their own experience, that a sphere will roll easily in any direction, and that it can be made to stand; also that a cube may be made to slide in any direction, or to stand, but that it will not roll easily. By contrasting the forms and actions of these two objects, the characteristics of each are more deeply impressed on the consciousness of the child, than if either is used alone.

Pupils should now be required to give further expression of their ideas of *spherical* by actually forming a *spherical body*. For this purpose the most convenient and ready material is artist's or potter's clay.

MODELING THE SPHERE.

First, provide a piece of oil-cloth, about a foot square, to be placed on the desk of each pupil: or the modeling may be done on the pupil's slate. Distribute to each child a piece of soft clay, about the size of a walnut, and show him how to roll it between the palms of his hands with the fingers well turned back, so as not to interfere in the movement of the hands. Generally one



hand, the left, should remain stationary, and the right one should roll the clay ball around and around in every possible direction over the palm of the left until it is fairly spherical. Frequent comparisons should be made between the clay sphere and the wooden model, which should be constantly before the pupil during his first efforts at modeling.

DRAWING THE SPHERE.

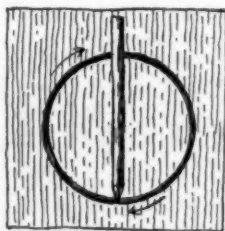
Since there can be no foreshortening in drawing the outline of a sphere, as its facts of form and its facts of appearance are the same, children may be allowed and encouraged to draw its circular outline with a single sweep or continuous movement of the hand and pencil. This effort is not made for the sake of the drawing, which must necessarily be very imperfect, but to stimulate the child to look again and again at his object.

FREE CIRCULAR MOVEMENTS.

In connection with this attempt to draw the outline of the sphere an exceedingly valuable drill exercise in free circular movement should be carried on.

Thin metal tablets with circular grooves have been prepared for such exercises. If for any reason these tablets cannot be obtained, the circle may be marked out on a piece of paper and used as directed for the grooves.

Place the tablet with circular grooves before each child. Let each pupil hold the pencil correctly for



drawing, and place the pencil point in the groove at the point farthest to the left: then let the pencil be moved by the hand in the hollow groove, downward on the right side of the circle, and upward on the left side, as indicated by the arrows. After a few movements have been made at will, the teacher may have the whole class move in concert, while she counts one, two, three, four, and so on for twelve or more rounds. Now let the class make a dozen or more rounds in the contrary direction; that is, downward on the left side of the circle and upward on the right. The circle on paper or slates may be practiced in the same way, but for first efforts the grooves are to be preferred.

ELEMENTARY ALGEBRA.

The simple operations of addition, subtraction, multiplication, and division should not be exhaustively treated as is usually done, before the pupil is made acquainted with the nature and use of symbols. The equation is to algebra what the proposition is to ordinary language. It is the means of definitely expressing a mathematical truth, either particular or general. Inequalities (technically so called) express truths, but not exactly; as, when we say $x + y > 75$, we do not indicate how much the sum of x and y exceeds 75; but if we say $x + y = 6$, we express a precise fact. It is suggested, therefore, that equations be presented very soon after the preliminary explanation of the symbols employed. Pupils in the grammar grades can learn the elements of the operations of algebra with much profit and great pleasure. The knowledge they get will help them in understanding arithmetic.

NATURAL PHILOSOPHY.

Many teachers think that it requires expensive or complicated apparatus to teach this subject. The principles of the lever may be just as well developed by means of a pen-handle, a pointer, or a window-pole, as by a polished or steel bar. A large spool makes an excellent wheel and axle; a ribbon-block a good single pulley, fixed or movable; a slate, a book, or a shingle, an inclined plane; a pocket-knife will soon furnish a good wedge from a little piece of board; while the use of the blade itself is an excellent illustration of the application of the principle; and a large screw, or a discarded auger-bit with a knitting-needle or a pen-holder for a lever, makes an efficient single screw.

THE BEAN.

Give to each pupil a well soaked bean. Ask him to find as many parts as he can, and describe the position, texture, and form of each one, and also to say what he may choose concerning the bean as a whole.

DESCRIPTION.

The bean is kidney-shaped. Its surface is smooth, glossy, and of a white color.

On one side of the bean we find a small scar which is elliptical in form. It is called the hilum. Near the hilum is a small hole called the micropyle. The bean has two coats which can be easily separated. The inner coat is thinner and more delicate than the outer. The outer is called the testa, the inner is called the tegmen.

I can easily split the bean lengthwise into equal parts. These parts are called the cotyledons. They are united at the base of the cylindrical body or plumule.

At the base of the plumule are two delicate bodies, lying close together, which were between the inner surfaces of the cotyledons. They appear to be undeveloped leaves and are called the radicle.

MARY F. MORE.

EXPERIMENTS TO PROVE THAT THE AIR HAS PRESSURE.

I.

Fill a glass tube thirty inches long, and one-half inch at the end, with mercury; then invert and place in a bowl of mercury. The weight of the mercury in the tube will be about seven and a half pounds. It will fall one inch and stand at twenty-nine inches.

STATEMENT: The size of the column has no effect on the weight.

The air will support thirty cubic inches of mercury. Each cubic inch of mercury weighs one-half pound; hence the force of air is fifteen pounds to every cubic inch.

II.

Fill a glass with water; place a piece of writing-paper securely over the mouth of the glass; then invert the glass. The paper holds its place, and no water escapes. We infer from this, that the pressure of air under the paper was sufficient to support the water above it.

III.

Take a bell-jar full of air; place it upon the plate of the air-pump. Work the pump until the air escapes from the jar. It will then be impossible to remove the jar on account of external pressure. We infer from this, that while the bell-jar was filled with air, the pressure of air was equalized; but as soon as the air was pumped out the pressure of air on the outside was sufficient to hold it in its place.

IV.

Within a glass cylinder there is a piston working airtight. Connect the cylinder with a pump by means of a rubber tube, and exhaust the air. The weight will leap up as if caught by a spring. This proves the pressure of the air.

MARY F. MORE.

DEFINITIONS.

The exercises for teaching the meaning of words, in the lower grades, should be conducted chiefly with the reading lesson before the pupils, and the words examined by them to ascertain what they mean. Formal definitions should be avoided. In giving the meaning of a word, let the pupils say something about it that will show that the word is understood, or use it in a sentence, or describe that to

which it relates. There should be variety in the manner of giving the definitions, and the aim throughout should be simplicity and clearness, showing an intelligent understanding by the pupils.

PANSIES AND VIOLETS.

No teacher should lose the opportunity at this season of the year when flowers are so plenty everywhere of making the pupils acquainted with some of the more common forms. One of the prettiest and commonest of



wild-flowers is the violet, while among cultivated flowers the pansy is always admired. It cannot fail to interest the children on account of its peculiar form and markings, and great variety of hues. Specimens of these flowers, procured by the pupils, will furnish subjects for an interesting exercise. Let the children name the different colors, observe the shape of the calyx, and count the number of the petals, stamens, and pistils. By skillful questioning draw from them other interesting points, such as variation from symmetrical form, plan of construction as regards the number of parts, and shape of the leaves. The teacher may then draw the flowers here represented on the blackboard, and request the pupils to reproduce them on their slates or on paper. Some will probably want to color their drawings, and this ambition should be encouraged. If tact is used, the enthusiasm of the pupils will be greatly stimulated, and they will be led to study other flowers. In this way great good can be done. Do not fail, teachers, to study the flowers!

KINDERGARTEN BOTANY.

By STELLA C. POLLARD, East Oakland, Cal.

CALLA LILY—MUSHROOM.



Children take a piece of paper four inches square.

Twist one corner, then roll the paper into a horn of plenty—or what is that long word? "Cornucopia." Yes, that is right. Take your lead pencil, with the rubber on, using the rubber end for the tongue, and the pencil end for the handle. Draw a picture of it on your slates, and tell me what flower you know of that looks like that. "I know one, a calla lily." Yes, dear, and if you notice the leaf, you will find it is almost the shape of mamma's pie-knife. We call the flower's tongue the "spadix." To-morrow, on a piece of paper four inches square, bring me a nice picture of the lily prettily colored. What color is the flower? "White." The spadix? "Yellow." The leaves? "Green." Yes, now see which one will look the best. Learn to spell these words now: Calla, lily, spadix. You have done nicely to-day.

THE MUSHROOM.
Take your box of curvilinear solids, children, and find the hemisphere. Take half a stick of chalk—the thick end. Stand the hemisphere on it, and draw a picture of it. "Oh, teacher, it's just like a mushroom." Yes, well now, draw one large one and two little ones. Can you tell me something else that looks almost like a mushroom? "Yes, ma'am; a toadstool!" What is the dif-



ference, do you know? "Mushrooms you can eat, but toadstools are poisonous." Well done, Fred. What color are these little plants? "Light and dark brown." Where are they found? "In the woods where it is damp." Yes. This order of plants is called "fungus."

COTTON.

WHERE FOUND.—Cotton grows in the warmer parts of Asia, Africa, North and South America. The appearance and manner of raising it are about the same in all those countries. The best kind is raised on Cuba, and the islands near. This is known as "Sea Island," and is so much better, and more expensive than any other because of its fineness. Cotton grows best near salt water, and that is why much of the best raised is found in the states of Louisiana, Georgia, and Mississippi. Next to the United States, the most cotton is raised in India, where it has been grown for the last two thousand years. Egypt is also a large cotton-raising country.



APPEARANCE AND GROWTH OF THE PLANT.—The stem

of the cotton plant often reaches the height of ten or fifteen feet. The flower of the American cotton is of delicate yellow, tinged at the bases of the petals with a touch of purple. The flower of the cotton grown in Asia is reddish. The pods contain from eight to ten black seeds, which yield a great deal of oil. When the soil has been thoroughly ploughed, it is laid off in rows from three to four feet wide, and the seed is planted in holes eighteen inches apart. This work continues through the month of April, and often late into May. In eight or ten days the young shoot appears, and by the first week in June the plant is in full bloom. The flowers do not last long, but soon fall off leaving three or four seed pods exposed, and in a month the cotton is ready to be picked.

MANUFACTURE.—Picking commences late in July, and continues until the frosts of November stop the growth of the plants. All the hired hands on the plantation help in gathering the cotton into baskets. It is then dried and put through a machine called the gin, which takes out the seeds. After passing through a half a dozen other machines, it is ready to be manufactured into yarn, cloth, and thread.

FACTS.—Before machines were invented to spin, all such work had to be done on old-fashioned spinning-wheels, and as only one thread could be made at once, it was very tiresome work. Now the machines are so perfect, that a single thread a thousand miles in length can be manufactured, and only weigh one pound. The first cotton gin was made in the United States by Eli Whitney in 1792. Before that time the seed had to be separated from the cotton by hand. Whitney's was a very simple machine, but it saved so much work that the Southern farmers, or planters as they are called, of those days thought that their slaves would grow lazy from want of labor, and were very angry at its appearance. All our fine yarns, muslins, and laces are made of Sea Island cotton. From South American cotton, and also from that raised here, are made cambrics, calicoes, and cloth for shirts and sheets. All the coarse, heavy yarns are manufactured from the poorest kind of American cotton. The common "cheese" mallow, which grows all along our country road-sides in the summer-time, is a near relative of the world-famed cotton.



JAMES A. GARFIELD.

BIRTH.

Born November 19, 1831, in a log-cabin that contained one room, in Orange township, Cuyahoga county, Ohio, where his father was clearing a new farm. He was the youngest of four children.

EARLY CHILDHOOD.

His father died when James was two years old, and he had to help work on the farm as soon as he was old enough to handle an ax or a hoe, or drive the oxen for his big brother to hold the plow. He also earned money by working for neighbors in the hay-field. His first regular wages were gained by working in a potash factory.

EDUCATION.

He learned to read, write, and cipher at a district school. When he was about nineteen years of age he went to Geanga Academy, in Chester, and there he hired a room with a cousin, and the two lived mostly on provisions

which they took from home. His mother gave him seven-teen dollars, and with this money he got through one term. By working nights and mornings, and Saturdays, and with some money a friend loaned him, he graduated from Williams College, in Williamstown, Mass.

TWENTY-SIXTH YEAR.

He was made president of the Hiram Eclectic Institute, in Ohio, when he was twenty-six years of age. He studied law while teaching in this institute. He married Lucretia Rudolph, who had been his fellow-student at Chester Academy and his pupil at Hiram.

A GENERAL.

He was active and vigorous in rousing a political sentiment, and it was through his influence that a company was raised at Hiram, Ohio, composed exclusively of the students of his college. For his conduct at Chickamunga he was made a major-general.

PRESIDENT.

Although his nomination for the presidency was unsolicited, he was nominated, and on Nov. 2, 1880, was elected to the presidency of the United States.

ASSASSINATION.

On July 2, 1881, he started to leave Washington for a tour in New England. At the Baltimore and Potomac depot he was shot by a man named Charles J. Guiteau.

DEATH.

After eighty days of suffering, he died at Long Branch, where he had been removed. His remains were taken to Washington where they lay in state at the capitol. He was buried at Cleveland, Ohio.

MEMORABLE WORDS OF GARFIELD.

I would rather be beaten in right than in succeed wrong. I feel a profounder reverence for a boy than for a man. I never meet a ragged boy in the street without feeling that I may owe him a salute, for I know not what possibilities may be buttoned up under his coat.

It is cheaper to reduce crime than to build jails.

If the power to do hard work is not talent, it is the best possible substitute for it.

Things don't turn up in the world until somebody turns them up.

In the minds of most men, the kingdom of opinion is divided into three territories: the territory of Yes, the territory of No, and a broad unexplored middle ground of doubt.

The fame of the dead fisherman has outlived the glory of the Eternal City.

A pound of pluck is worth a ton of luck.

Young men talk of trusting to the spur of the occasion. That trust is vain. Occasions can not make spurs. If you expect to wear spurs, you must win them. If you wish to use them, you must buckle them to your own heels before you go into the fight.

MEMORY GEMS.

Children are God's apostles, day by day
Sent forth to preach of love, and hope, and peace.
—LOWELL.

More than half the difficulties of the world would be
allayed or removed by the exhibition of good temper.
—SIR ARTHUR HELPS.

Look not so much on other men's faults as on thine
own.
—MOLINOS.

Use thy youth so that thou mayst have comfort to re-
member it when it hath forsaken thee.
—SIR WALTER RALEIGH.

He that hath knowledge spareth his words.
—BIBLE.

A man who cannot mind his own business is not to be
trusted with that of another.

Nothing is so easy as to deceive one's self.
—DEMOSTHENES.

No man is free who cannot command himself.
—PYTHAGORAS.

He overcomes a stout enemy who overcomes his own
temper.
—CHILLO.

Be not afraid of enthusiasm; you need it; you can do
nothing effectually without it.
—GUIZOT.

If I can put one touch of rosy sunshine into the life
of any man or woman, I shall feel that I have worked
with God.
—GEORGE MACDONALD.

Have courage to wear your old clothes until you can
pay for new ones.
—SELECTED.

INTERESTING ITEMS FOR SCHOOL-ROOM TALKS.

A GENTLEMAN who stammered from childhood almost up to manhood gives a very simple remedy for the misfortune: "Go into a room where you will be quiet and alone, get some book that will interest but not excite you, and sit down and read two hours aloud to yourself, keeping your teeth together. Do the same thing every two or three days, or once a week if very tiresome, always taking care to read slowly and distinctly, moving the lips, but not the teeth. Then, when conversing with others, try to speak as slowly and distinctly as possible, and make up your mind that you will not stammer. Well, I tried this remedy, not having much faith in it, I must confess, but willing to do almost anything to cure myself of such an annoying difficulty. I read for two hours aloud with my teeth together. The first result was to make my tongue and jaws ache, that is, while I was reading, and the next to make me feel as if something had loosened my talking apparatus, for I could speak with less difficulty immediately. The change was so great that everyone who knew me remarked it. I repeated the remedy every five or six days for a month, and then at longer intervals till cured."

A TRAVELER who recently returned from Pekin asserts that there is plenty to smell in that city, but very little to see. Most of the show places such as the Temple of Heaven and the Marble Bridge have one by one been closed to outside barbarians, who cannot even bribe their way. The houses are all very low and mean, the streets are wholly unpaved, and are always very muddy and very dusty, and as there are no sewers or cesspools, the filthiness of the town is indescribable. He adds that the public buildings are small, and in a decayed and tumble-down condition, and the nearest one can get to the Emperor's palace is to climb to the top of some building outside the sacred enclosure and surreptitiously peep over the wall through an opera glass. Even then he does not see much.

THE commissioner of agriculture has transmitted to Congress a report on the wild native silk worm of California. It asks that the appropriation of \$2,500 made last year to encourage the study of the native silk worm be increased to \$25,000, as it is necessary to establish temporary observatory stations wherever the food plant on which the worm feeds exists in quantities. It is predicted that, by continuing the study, it will not be many years before this discovery of the native silk worm will be one of the greatest blessings ever conferred upon the people of the civilized world.

A NEW disease resulting from keeping the mouth open too much has been discovered by Dr. Guje, of Amsterdam. He observed a boy who had been at school for a year without being able to master the first three letters of the alphabet. On examining him, it was found that the nasal passages were quite closed by large swellings. That this directly influenced the healthy activity of his brain was conclusively shown by the fact that, after the removal of the swelling and the opening of a nasal passage, the lad learned the whole alphabet within a week. At first the teacher was as much astonished at this as the parents of the boy; but, having been put on a new track, he soon came upon new instances. A pupil of the gymnasium could not make any headway in mathematics. He was found to have obstruction in the nasal cavity, which prevented him from breathing in the proper way. After having undergone the necessary operation, his mental troubles also soon came to an end, and he became at once as smart as his companions. If these are facts it may be well for teachers to examine the noses of their dull pupils.

KING MILAN was as much a martyr to dread of assassination as the Czar of Russia. It is told that he slept in a room with double doors, iron-cased, which he locked himself and bolted from the inside. A powerful mastiff slept at the foot of his bed, and he kept a loaded revolver on the table. There was no chimney-place in the room, lest dynamite should be dropped down it; and no coal was burned in any room which he occupied, because he once saw a murderous nihilist engine which looked outwardly like a lump of coal. He was so afraid of poison that he always had the wine he drank uncorked before him. His coffee was always made in his presence with a spirit of wine apparatus, and he would never, when eating alone, touch a made dish, but only plain toast or a boiled egg—for there is no putting poison into an egg. Suspicious of bread, he ate brown-bread biscuits of English make, of which there was always a tinful in his study.

THE TIMES.

Here will be found notes of current events, the doings of notable men and women, which will be useful as topics for discussion and for reproduction exercises.

LIBBY PRISON.—The last car-load of brick and other building material of the once famous Libby prison has been shipped to Chicago. Where was Libby prison during the war? Why was it noted?

HATFIELD'S CELEBRATION.—Hatfield, Mass., will celebrate on Sept. 19, the 121st anniversary of the attack on that town. (The teacher should describe the memorable attack on Hatfield by the French and Indians.)

MONUMENTS TO ERICSSON.—The monument to John Ericsson, for which \$12,000 was appropriated by the New York legislature, will be set up in Central Park, New York. A monument will also be raised to him in Sweden, his native country. What famous war vessel did Ericsson build?

PROBABLY A METEOR.—Some farmers in a field in Putnam county, Fla., heard a whirring, hissing, sound over their heads, and looking up saw something that looked like a solid column of fire passing with great velocity through the air. It appeared to be from eight to ten feet in length and from four to five feet in diameter. When first discovered it seemed to be several hundred feet above the earth and was inclining in its course toward the ground, emitting great sparks of fire. In an instant it passed out of sight and an explosion took place that shook the earth and was heard for a distance of fifteen miles. The phenomenon was probably due to the passage through the air of a meteoric body. What is a meteor?

THE IRISH VICEROYSHIP.—The Earl of Zetland has accepted the viceroyship of Ireland. The Unionist members of the House of Lords and the House of Commons have asked Lord Selisbury to abolish the office and transfer its duties to a secretary of state. What is a viceroy? How could the office be abolished?

DESPOTISM IN MOROCCO.—All classes of citizens in Morocco, Mohammedans, Jews, and Christians, are complaining of the ruinous taxation levied by their grasping rulers. At the same time they know that the least uprising would lead to a massacre by the Moorish sultan. They do not seem to have thought of establishing a republic, giving each man equal rights with his neighbors. Why is our government better than the Old World monarchies?

A HAPPY SPOT OF EARTH.—The bark Mikado recently hove to off Pitcairn island, and the vessel was visited by two boat loads of natives. The island lies out of the track of ordinary navigation in latitude 25° south and longitude 130° west, and its only regular communication with the outside world is once in eighteen months, when a British man-of-war touches there. It was settled by the ancestors of the present inhabitants, ninety-nine years ago. Nine mutineers from the British ship Bounty founded the colony. They induced six men and twelve women from Tahiti to join them, and the descendants from the original twenty-seven now number about 300. The colony soon outgrew the producing capacity of the island, which is only two and one-quarter miles long and a mile wide. About thirty-two years ago, Great Britain offered the colonists the island of Norfolk for an off-shoot settlement. All the Pitcairners moved there, but part of them returned and the population of the island is now 117. The people elect annually a chief magistrate and a deputy. All property among them is owned in common, and money is not known on the island. The people live in native built cottages, raise all manner of fruits and vegetables in the balmy climate, and catch fish in the sea. They have a church and school, and are fairly well educated and intelligent. Sickness and crime are practically unknown among them. They raise melons, yams, oranges, pine-apples, and vegetables. They use no liquor of any description, and do not smoke. What season is it now in Pitcairn island?

THE SHAH RECEIVED AT ST. PETERSBURG.—A banquet was given at St. Petersburg, in honor of the Shah, who sat at the right of the Czarina. When the Czar arose and offered a toast in honor of his guest, a salvo of twenty-one guns was fired by the artillery stationed in the fortress of Peter and Paul. The Shah offered a toast in honor of the Czarina. Over what country does the Shah rule? Who is the Czarina?

ARRESTED FOR TREASON.—Several Frenchmen have been arrested at Soultzmatt, Alsace, on a charge of treason. What was the result of the Franco-Prussian war? What territory was ceded to Germany? Define the word treason.

EDUCATIONAL NOTES.

TEACHERS' INSTITUTE.
NEWARK, N. J.

Dr. E. E. White, of Cincinnati, Ohio, delivered an interesting address at a recent teachers' institute, Newark, N. J., on PUNISHMENTS IN THE SCHOOLS.

He said: "The object of punishment is to prevent wrong doing. The specific ends of punishment in the school are three: First, to reform the wrong doer, to induce him to give up the wrong course. Any punishment in the school that makes the pupil worse is to be ruled out. The prime question to be asked by the teacher is, What will be the effect of this punishment on this pupil? If the teacher is sure that any punishment will only harden the pupil, it is his duty to postpone it until other methods can be considered. The second end to be attained is to deter others from wrong doing, and it may be that the punishment of the child is necessary for an example to others, and the teacher should think what will be the effect of this punishment on the school or class and will it deter others. If it will, then it should be administered, even if in doubt of its effect on the pupil. A third end of punishment is to put the seal of disapproval on wrong doing. Punishment is a great educator of the moral sense. It helps those who witness it of a right estimate of the wrong doing. It uplifts schools to a realization of wrong doing. The third question is, What should be the nature of punishment to best attain the three ends mentioned? The chief characteristic of effective punishment is certainty. In school more depends on the certainty of punishment than on its severity. A light punishment rightly and certainly administered is more effective than a severe punishment."

He delivered another interesting lecture on

THE DUTY OF THE HOUR.

It was an able and effective plea for a higher and more thorough education. He spoke of the duty of the state to educate the people in every way if the community expect to have a strong and complete moral, intellectual manhood or womanhood.

The following institute committee was appointed: Principals Anderson, Schulte, and Wilson, Misses Emma Smith and Eliza Leyden, and Mr. George Forman.

KENTUCKY.

A demand for better education is shown by the numerous summer normals advertised for this coming season. Prof. Deltrich, of Hopkinsville, and S. L. Frogge, of Lafayette, have announced one for Christian county. Prof. Weston Bruner announces one at Leitchfield for Grayson county, and H. Clay Smith, A. M., of Owen-ton, Ky., is principal of the new normal to be organized at Carrollton. After this term no teachers will be granted certificates except upon examination on civil government as a distinct branch of study. The minutes of the last state teachers association, together with the program for the coming association, have recently been published. From the program it seems the Kentucky teachers want another chance at "Federal Aid." E.

WISCONSIN.

Among the most important school laws passed by the last legislature are the following: A law providing for the appointment of a supervisor of free high schools, at a salary of \$1,800 and expenses, payable from the fund in aid of such schools; a law appropriating \$1,000 annually for the support of a summer school of science for teachers, in connection with the university; a law providing for the observance of arbor day. April 30, of this year, was appointed as such by proclamation of the governor.

The compulsory education law was amended so as to compel all who have charge of children from seven to fourteen years to send them to school at least twelve consecutive weeks each year. A school under that act is only such in which the common branches are taught in the English language.

The young folk's reading circle which has been organized in many schools of the state is meeting with success. The inauguration centennial was generally observed throughout the schools of the state, with appropriate exercises. Nature lessons have been introduced in the program of teachers' institutes, and it is to be hoped that this excellent feature will find a warm reception by the teachers of the state.

The salary of the superintendent of the Milwaukee schools has been increased to \$4,000 and an assistant superintendent has been appointed at a salary of \$2,500.

The cooking school has been adopted as a part of the public school system of Milwaukee and the sum of \$1,300 has been appropriated therefor.

The directors of the Wisconsin summer school are making efforts to increase the efficiency of the same by enlarging its scope so as to reach grammar school teachers. Its main purpose will be to elevate the character and method of science teaching. A program for the next session is to be published at an early day. St. Francis. E. A. BELDA.

INDIANA.

The late legislature of this state passed, or amended, school laws as follows: A new school book law, requiring the state board of education to take charge of the matter of furnishing school books for use in the public schools.

That all cities of 3,000 inhabitants and over, must provide night schools for persons between the ages of 16 and 30:

That it is unlawful to give, or sell, directly or indirectly, tobacco in any form to boys under 18 years of age, to be used by themselves; or to persuade or ask a person under 16 years to use tobacco in any form. Fine, \$1 to \$10;

That kindergarten schools may be established in any city or town for children between the ages of 4 and 6 years, and maintained as other schools, except that the expense must be met by local tax;

That teachers shall receive pay for attending township institutes, if they attend the full session and perform all duties required of them;

That any person who has taught for six consecutive years in the schools of the state, and now holds a three years' license to teach therein, shall be forever afterwards exempt from examination

so long as he or she shall continue to teach in the common schools of the county in which said three years' license was obtained. New Albany. JOHN R. WEATHERS.

KANSAS.

The state university graduating class numbers forty. Fifty-three country school pupils in Ottawa county passed the examinations and received diplomas last week. The gradation of common schools is being worked toward in every county in the state, and soon all will have a complete system of gradation with annual examinations for diplomas. The advisability of substituting Monday for Saturday as the weekly holiday at the state university is being discussed. The spring examinations of applicants for certificates was held in every county in the state April 27. Law-rence will have a new school building this year. It will cost about \$35,000. Medicine Lodge, one of the "frontier" towns, will build a \$17,000 school-house this season.

The society of Friends has made arrangements for the erection of a college at Washington.

The time of holding the annual school meeting has been changed to one month later and it will be held this year on July 25.

The state normal school has a new organ, *The Normal Quarterly*. It is a handsome well-edited paper. It is claimed that Ottawa University has but four tobacco smokers and six chewers in the whole number of students. C. M. HARGER.

Abilene, Kansas.

Morton county occupies the south-west corner of Kansas. There are several good school buildings in the county. Richfield, the county seat, has a beautiful frame building erected at a cost of \$5,000. It is furnished with all needful apparatus. The school year is nine months. Taiga has a school-house of about the same size and plan of Richfield's.

Morton Center and Westola are to erect village school-houses this summer.

Richfield.

VERMONT.

CURTIS P. COE.

The new school law provides for the election of county instead of town superintendents. The following is a complete list of the county supervisors chosen by the several boards of education on Tuesday, May 7: Addison, E. A. Hasseltine, of Bristol; Bennington, Professor E. W. Howe, of North Bennington; Caledonia, Professor W. H. Taylor, of Hardwick; Chittenden, Professor J. S. Cilley, of Jerico; Essex, J. H. Walbridge, of West Concord; Franklin, H. E. Rustedt, of Richford; Grand Isle, W. N. Phelps, of South Hero; Lamoille, J. W. Redmond, of Hyde Park; Orange, E. W. Goodhue, of Wells River; Orleans, Mason Stone, of Westfield; Rutland, W. F. Folger, of Proctor; Washington, Rev. I. P. Booth, of Northfield; Windham, C. P. Holt, of Hinsdale, N. H.; Windsor, J. H. Dunbar, of White River Junction.

MASSACHUSETTS.

The legislature of a year ago passed a law to encourage the smaller towns to unite in the employment of a superintendent of schools. The provisions of the act were as follows: Any two or more towns, the valuation of each of which does not exceed \$2,500,000, and the aggregate number of schools in all of which is not more than fifty nor less than thirty, having raised not less than \$750 for a superintendent of schools, shall receive from the state treasury \$1,000, one-half of which shall be paid for the salary of the superintendent, and one-half for the salaries of the teachers. Under this act several districts have already been formed. ARNOLD.

CALIFORNIA.

Recent legislation makes the vaccination of school children compulsory, from which they are only excused on the certificate of a reputable, practicing physician that an unsuccessful attempt has been made. Applicants for teachers' certificates are now required to pay a fee of two dollars each, which amount goes to the Teachers' Institute and Library Fund. The law further requires that fifty per cent. of this fund shall be expended for books. Regarding the compensation of census marshals, the law very wisely provides that the amount paid shall not exceed six dollars per day, and "in no case shall the compensation be computed at a per capita sum." The illegal granting of a teacher's certificate is now made a misdemeanor by statute. Members of boards of education are now prohibited from preparing applicants for examination. The law declares the office of a member violating this statute vacant.

The influencing, or attempting to influence, a member of the board of education in the transaction of his official business is a misdemeanor, by a late law. The new Preston School of Industry is under the management of the state board of prison directors. A movement is now afoot to establish a college at Fresno City. It is to be under the management of the Christian Brothers. A new normal college has been organized at College City. The newspaper press is interesting itself more in the subject of schools and common school education. T. S. PRICE.

Fresno City.

PERSONALS.

DR. NICHOLAS MURRAY BUTLER is vice president for the United States of the International Congress of Education to be held in connection with the Paris Exposition next July.

PROF. HENRY G. CLARKE, of Palmyra, N. Y., is doing superior school work, and rapidly coming to the front in educational matters.

PROF. EDWARD I. WOLFE, one of Pennsylvania's progressive school men, is doing excellent work at the head or the department of English and pedagogics in Wyoming Seminary, at Kingston, Penn.

PRINCIPAL H. DAY GISE, of the schools at Schuylkill Haven, Penn., has just closed a markedly successful school year.

MISS ANNA BUCKEER, of Berwick, Penn., is one of the foremost and strongest lady educators in the Keystone state. She has had fine training and varied experience, and is abreast with the best educational thought of the day.

MR. H. I. HARTER, formerly of Lombard, Ill., public schools is doing good work in the state of Minnesota as principal of the public schools at Excelsior.

MISS IDA V. BROWN, principal of the Stickney school, South St. Paul, Minn., has resigned to accept the principalship of the public schools at Hopkins, Minn.

AT HOME.

NEW YORK CITY.

The board of education have declined to close the schools on July 2 and 3, when the State Teachers' Association meets in Brooklyn. Teachers who wish to attend the convention may be excused from their schools by the principals on a written application, if their services are not essential.

A rumor that the public schools were to be kept open during the summer months, and the teachers were to take turns during the summer vacation in teaching the pupils, has caused much alarm among school teachers in the city. No foundation for such reports exists, as the superintendent affirms.

FROM SUPT. JASPER'S REPORT OF THE CONDITION OF
NEW YORK CITY SCHOOLS.

During the school year which has just closed, says Supt. John Jasper, in his yearly report, just issued, only one new school building was completed and opened—Grammar School No. 84, in West Fifth street. It was opened last June, and the female pupils of Grammar School No. 5, with a primary department which had been occupying a leased building, were placed in it. This did not materially increase the total seating capacity of the schools, as the leased building was given up, and the new school served merely to better, not to enlarge, the school accommodations.

NO INCREASE IN ACCOMMODATIONS DURING THE YEAR.

As an actual fact, there was hardly any increase in such accommodations during the year, and only an almost imperceptible increase in the actual attendance. Several new departments were organized, and others were consolidated; so that the whole number of public schools in the city remains the same as in the previous year, notwithstanding the fact that the growth of the city's population for the year is placed at not less than 50,000. The total number of primary and grammar pupils taught during the year was 196,589, and the number taught in all public and corporate schools sharing in the school fund was 240,980, an increase of 1,750 over the year before. The average daily attendance in the primary and grammar schools was 134,248, against 133,944 for the previous year, an increase of but 304. This was a gain of only .23 per cent., against .50 the year before, and 2.08 per cent. in 1886. The increase was wholly in the grammar schools, where it reached 477, while in the primary department there was a falling off of 173.

14,085 PUPILS REFUSED ADMISSION FOR WANT OF ROOM.

In June, 1888, 2,869 scholars were graduated from the grammar schools, and about 20,000 were promoted from the primary to the grammar departments. Allowing for the vacancies caused by death, promotions, and voluntary withdrawals, not less than 25,000 new pupils were registered between the Battery and Fordham, while 14,085 applicants who desired to attend school could not be received, owing to want of room. The lack of accommodation was almost wholly in the primary departments, and Mr. Jasper estimates that at least 20,000 pupils could be taken into the schools to-day, if there was sufficient class-room to hold them. The lack of new buildings has been the result of the delay that stopped the progress of schools four years ago, and slight delays in securing funds or sites for new buildings, prevented more schools from being completed last year. Another cause of the falling off in the primary departments has been the strict interpretation, which the board of education has enforced of class-room accommodation.

OVER-CROWDING OF CLASSES.

Classes of more than sixty children have been prohibited, and any overcrowding has been promptly checked. While seventy or more scholars in a class-room are certainly too great a number for the advantage of individual pupils, it is still a question whether even fifty or sixty are not an excessive number for good results in teaching. And it is also an open question whether, in the large, well-ventilated, and well-lighted uptown buildings, where the school accommodations are most limited, a temporary overcrowding, which will permit of a slight excess without actual bad effects, is not preferable to refusing admission to so large a number of pupils.

WHAT IS DOING TO MEET THIS DIFFICULTY.

A good deal is being done by Building Superintendent Debevoise this year to meet the difficulty. Six new structures are to be finished and ready for occupation during the present year which will have accommodation for at least 10,000 new scholars; and eleven more are under way, to be completed next year; giving accommodation for about 15,000 additional pupils. Thus within two years, if these buildings are all finished, the school accommodation of the city should be increased fully 25,000. This would permit the reception of all those who are kept out of the schools to-day; but, taking the growth in excess of accommodation as 5,000 yearly, it will require at least three years, with the same extra effort, for the board of education to place its school accommodations once more abreast of the demand, and give a place in the schools to every child who applies for it.

REFORMS.

Reform in methods is necessarily slow in so large a system, and new methods can be introduced in only the most gradual manner. Mr. Jasper's report directs attention to some of these reforms which have been attempted, among them the introduction of manual training, and improved methods of examinations. He calls attention also to the skeleton classes in the higher grammar grades, and the advisability of fixing the number of pupils necessary for the formation of such classes. This is a subject long talked of among school officials; and it has been calculated that if a satisfactory plan for forming them could be decided upon now, it would give an increase of room in the schools, equal to the seating capacity of three new buildings, not to mention other results of equal importance arising from it.

On May 28 twenty graduates of the Cooper Union for the Advancement of Science and Art completed the five years' course

of the evening school of science, and received the Cooper medal and diploma. There were two graduates in the three years' course in chemical analysis, and thirty-nine graduates of the woman's art school. This was the thirtieth annual commencement, and the twenty-fifth anniversary of the graduation of the first class that ever left the school.

The number of students now attending the different branches of the school is 3,521, of which 394 are women in the day school; and 3,127 men in the night school.

These prizes were awarded:

Drawing from life—First prize, \$30 in gold, Miss Henrietta A. Jones. Drawing from cast—First prize, \$10 in gold, Miss Clara Goulding. Oil painting—Prize, \$10 in gold, Miss Bertha Hunt. Designing—Prize, \$25 in gold, Miss Jean Marion. Normal drawing and designing—First prize, \$25 in gold, Miss Emma Oewel. Engraving on wood—First year prize, \$15 in gold, Miss Hilda Weiss; second year prize, \$10 in gold, Miss Harriet T. Williams; third year prize, \$5 in gold, Miss K. R. Curtis. The best operator on the Remington typewriter: First prize, \$25 in gold, Miss Annie D. Blake; second prize, \$15 in gold, Miss Coralie Choate; third prize, \$10 in gold, Miss E. T. Springer. Fifteen dollars each in gold, as follows: Cast drawing, Moses Frumkes; form drawing, Frederick B. Marvin; architectural drawing, Harry L. Copeland; mechanical drawing, Albert D. Mead.

From the Tribune, Mail and Express, and Star, of June 9.

PRESENTATION TO DR. ALLEN.

"The chapel of the University of the City of New York was well filled with ladies and gentlemen, Saturday June 8, at 11 a. m., with members of the classes in pedagogy, who had met to present to Professor Jerome Allen, a magnificently engrossed testimonial of their appreciation of his efforts. Vice-Chancellor McCracken, D.D., LL.D., presided. Supt. Addison B. Poland, A.M., of Jersey City, stated the object of calling the class together, and Principal William T. Vlymen, A.M., of Brooklyn, in a well-chosen speech presented the resolutions, which were read by Miss Mary B. Dennis, B.S., of Flushing. The president of the Council, the venerable Charles Butler, LL.D., was present, and offered his congratulations. The engrossed document, beautifully executed and mounted, contains the names of the two hundred students who have been members of the classes in pedagogy during the past two years. The following paragraph is taken from the introduction to the testimonial:

"During two years the class has developed from an experiment into an abiding success, due to the ability, the learning, and the energy of the professor, who, by his administration of the office, has fully justified the wise choice which placed him there. The members of the class in pedagogy extend their heartiest congratulations to the faculty, and especially to Dr. Allen upon the progress made, and the assurance which this meeting feels that with every year the course will grow in prominence, influence, and benefit."

The presentation sheet is surrounded by a continuous vine of violets—the emblem of the university—which twines about several tablets bearing the names of the eminent ancient educational philosophers, Cicero, Locke, Bacon, Aristotle, Plato, Socrates, Ratick, Froebel, and Mann.

Following the remarks of Professor Allen, Supt. H. H. Hutton, A.M., of Passaic, addressed the class in an appropriate manner. Principal Hanson, of Newark, moved that steps be taken to form a Society of Pedagogy, Auxiliary to the College of Pedagogy, University of the City of New York. The following committee was appointed to perfect the organization: Principal E. R. Shaw, A.M., of the high school, Yonkers; Rev. Jesse W. Brooks, A.M., Brooklyn; Miss Mary B. Dennis, B.S., Flushing; Asst. Supt. John H. Walsh, A.B., LL.B., Brooklyn; Supt. Henry H. Hutton, A.M., Passaic; Principal Frank H. Hanson, A.M., Newark; Supt. A. B. Poland, A.M., Jersey City, and Principal William T. Vlymen, A.M., Brooklyn. This committee will report at the commencement of the next pedagogical year in October.

THE STATE TEACHERS' ASSOCIATION.

The forty-fourth annual meeting of the New York State Teachers' Association will be held in Brooklyn, at the Academy of Music, on July 2 and 3. A public exhibition by the scholars will be given at the Pratt Institute on June 29, and July 1, from 10 to 6 o'clock, and on July 2 and 3, for members of the association and their guests.

On the first day of the meeting there will be two sessions of the association, and three on the last day, for which essays, criticisms, and papers, elaborate in character, have been prepared. President E. H. Cook, of Potsdam, will preside. On Tuesday, there will be a public meeting in the Academy of Music, over which Mayor Chapin will preside. Arrangements have been made for an excursion down the harbor, and a reception on Wednesday night will be tendered the association by the superintendents of schools, and teachers' organizations of this city and Brooklyn.

STATE SUNDAY-SCHOOL CONVENTION.

The annual convention of the New York State Sunday-School Association was held in Albany on June 11-13, 1880. Representatives of the W. C. T. U. addressed the association, and the Woman's Mission and Society's work, and that of the United Societies of Christian Endeavor were subjects of conference. Model Sunday schools were conducted, and on the last day of the conference the Rev. Dr. A. T. Pierson, of Philadelphia, was the chief speaker.

Distress after eating and other dyspeptic symptoms are cured by Hood's Sarsaparilla.

CORRESPONDENCE.

THE CIVIL WAR.

To the Editors of THE SCHOOL JOURNAL:

Were the Northern people fighting to free the slaves at the outset of the Civil war?

E. E. S.

The Northern people were not fighting to free the slaves, at the outset of the Civil war, but to preserve the Union. President Lincoln issued his Emancipation Proclamation as a war measure, for the purpose of defeating those who were endeavoring to destroy the unity of the government.

COPYRIGHT ON NEWSPAPER ARTICLES.

To the Editors of THE SCHOOL JOURNAL:

Dear Sir:—Will you inform me how to obtain a copyright on newspaper articles.

Newark, N. J.

INQUIRER.

Send two copies of the printed title and date of each article to the Librarian of Congress, Washington, D. C., together with \$1 fee.

Eds.

PARENTS AT SCHOOL.

A school-room that parents do not visit should be investigated. Why do they not visit it? Probably there are several reasons.

1. The children would stare at them.
2. The teacher would be disconcerted.
3. The exercises would be uninteresting.
4. It would do no good.
5. They do not understand school matters.
6. They need to "fix up" so much.
7. It wastes their time and the time of the school.

Now the way to get parents to visit the school is to start the ball by inviting some likely to come and making it pleasant for them. It must be made fashionable to come. Get the parents of very moderate circumstances to come as well as the well-to-do. (1) Have a day, say Friday, and fix the afternoon for the visit—then the children can go home with their parents. (2) Have the room made clean, and decorate it with evergreens. (3) Have seats furnished and a committee of pupils to seat visitors. (4) Instruct the pupils not to stare at visitors. (5) Have interesting exercises and everything go lively and smooth. (6) Don't make any speech—except to thank them for coming. (7) Speak to them all yourself personally. By following this plan I have had many visitors.

R. JENNY VICTOR.

LAZY PUPILS.

As long as there are schools there will be lazy pupils—pupils who dislike to study. The skilful teacher prevents those who are slightly lazy from becoming very much so; he may cause those who are very much so to do a good deal of solid work; but there will still remain a number who do not like mental work.

In my experience I have found these lazy ones smart enough; they need some stimulus; what shall it be? The old way was to have a head and tail to the class—that did some good. I lay out a certain amount of work that all can do—for instance, ten problems in arithmetic. When this is done I allow the pupil—not to be idle as pay; that would not cure the trouble—to do some work that he likes, for example:

1. To read an interesting book.
2. To look at the pictures in the "School Album."
3. To paint in water colors.
4. To model in clay.
5. To draw on the blackboard with colored crayons.
6. To sit on the back settees with another pupil and discuss school work.
7. To go to the rear corner and prepare materials for experiments.
8. For special reasons, to go out, as for leaves and plants.
9. To assist pupils in a lower class.
10. To assist me in keeping records.

H. J. HASTINGS.

TO AN ELEMENTARY TEACHER IN TROUBLE.

Your pupils are tardy. I know what that means, for I have had the same experience. But has it occurred to you that possibly there is no standard of time in your district? Have you thought that possibly in some homes are no time-pieces at all? The fact is, that away from the lines of our railways, there is no uniformity in the time-pieces. I will illustrate. I was once in a section of country, remote from a railroad. A lecture was announced for 8 o'clock in the evening. Pupils were requested to be prompt. At the time designated, very few persons were present. I noticed one of my best pupils enter at five minutes before nine. I knew he meant to be on time. It puzzled me greatly, but I learned that I should have announced my lecture at "early candle light." In my district I could not secure regularity because many had no time-pieces. And so I think it may be in many places.

Now as to writing excuses. I think many parents refuse because they are ashamed to have the teacher

see their penmanship and spelling. I know that this is so. I once demanded of a man a bill, before I would settle with him. He told his sister with whom he lived that she must make out the bill, as he would not do it, even if he never got the money. I know that many country people are very sensitive on points like these, and the young teacher must not rashly ask too much.

Lewisburg, Pa.

GEO. G. GROFF.

NOTE.—In answer to Letter on page 337, JOURNAL, May 18, 1880.

ENCOURAGING WORDS FROM VERMONT.

This is commencement season, and the various schools are sending out many well equipped graduates. The number is larger than the general average, and as has been the case for the past few years the ability of the graduates seems to increase each year. How far the influence of such a paper as the JOURNAL extends can be illustrated by an incident which befell us not long ago. We were driving in an out of the way road and came to a school-house, "small and white." Inside it is modeled after the old-fashioned sort, as far as seats and blackboards go. But the teaching of the seven little ones is on the modern plan: Map-drawing and coloring, drawing of objects, flowers in the windows, flower beds about the house, learning geography by direct example in the puddles by the roadside, arithmetic by the kindergarten method—ideas from the JOURNAL. The view from the windows in either direction is superb and is utilized by this wise teacher to the fullest advantage. The moral is obvious—subscribe for the JOURNAL and study it carefully.

Perkinsville, Vt.

B. H. ALLBEE.

NOT USING SCHOOL READERS.

In answer to a letter by this title, in the JOURNAL last week, we would say that we would not by any means dispense with Readers. All the travels, stories, poems, and sketches are excellent for supplementary work. The time is far distant when school Readers will not be found necessary. Blackboard work is admirable. Definitions should be written and diacritical marks thoroughly explained. Investigation questions should be constantly proposed, and the habit of inquiry and searching out important things encouraged. But notwithstanding all this, we need dictionaries and text-books; without them we should be entirely at sea. A text-book is a good slave, but a bad master. The reason why we have often talked about the use of school books is because many teachers abuse them. All of our best schools are very careful in reference to the text-books they use; but they adapt their methods of teaching to the best light they have. No; let us use text-books, but let us use them for educational purposes.

THE SUPERINTENDENT

Should have:—1. An unblemished character. 2. Good sense. 3. A good education. 4. A great mind. 5. Good judgment. 6. A sympathetic disposition. 7. A noble soul. 8. Good executive ability. 9. Good health. 10. A knowledge of the law of God.

Bearsville, N. Y.

MOSES B. SHORT.

1. Honesty. 2. Industry. 3. Refinement. 4. Executive ability. 5. Moral courage. 6. A broad and general education. 7. A knowledge of normal methods. 8. Good health. 9. Tact. 10. Common sense. R. N. WOOD.

QUESTIONS TO BE ANSWERED.

The following questions have been sent in by some of our subscribers, and doubtless others of our readers will take pleasure in answering them. The NUMBER of the question should head the reply.

294. EDUCATIONAL QUALIFICATIONS OF VOTERS.—What states require educational qualifications of its voters, and what is the extent of such education? J. GIBBS.

295. KINGDOMS.—Will you please give a few hints in regard to the three natural kingdoms, as to how we can always tell to which kingdom all objects in nature belong, for instance, earth, air, and water, bricks, the shell of certain fish, and objects that we meet with in every-day life. E. P. BUATT.

296. NO-MAN'S-LAND.—Where in the United States is there another No-man's-land, besides the one commonly called by that name north of Texas? Camden, N. J. CHARLES SMITH.

297. LOWER CALIFORNIA.—Are some parts of lower California an island when the tides are very high? CHARLES SMITH.

298. ISLAND NUMBER TEN.—From some source I have received the idea that Island No. 10 has sunk since the Civil war. Is the statement correct? SUBSCRIBER.

299. ARKANSAS.—Did the legislature of Arkansas change the pronunciation of the name Arkansas to Arkansaw? SUBSCRIBER.

THE NEW YORK EDUCATIONAL BUREAU is busy these June days in placing teachers for the coming year. From its central location it looks out over all the country; the best schools write to it for teachers. It is becoming a settled plan among many leading school boards to draw their teachers from well-known agencies. The N. Y. E. B., under the management of Mr. Herbert S. Kellogg, is sure to become a great aid for the teachers in obtaining the best places.

ARTICLES INTERESTING TO TEACHERS IN RECENT MAGAZINES.

A Boston Writing School before the Revolution.—June *Mag. of Am. Hist.*
 A-B-C-Darians.—May *Murray's*.
 Beneficiary Educational Societies.—April *Church Rev.*
 College of California, Dr. Willey's History of.—June *Overland Month.*
 Cheap Academic Titles.—June *Forum*.
 Evening Classes—Recreative and Practical.—May *Theological Month.*
 English Dictionaries, Some Curiosities of.—June *F. L. Sunday Mag.*
 Language in Modern Education.—June *Forum*.
 Law School of the Michigan University.—May *Green Bag*.
 Michigan University, Student Life at.—June *Cosmopolitan*.
 Manual Training, The Psychology of.—May *Education*.
 Manifest Personality.—April *Presb. Rev.*
 Negro, Education of.—(May 30) *Christian Advocate*.
 Notes on German Universities.—(June 6) *Christian Union*.
 Persistence of Ethnic Traits.—(May-June) *Meth. Rev.*
 Public Schools, Cardinal Manning's Bible in the.—(May 30) *Christian Advocate*.
 Public Schools, Religious Instruction in.—June *Andover Rev.*
 "Psychic Research," The Problems of.—June *Harper's*.
 Superstitions Regarding Children.—May *Cassell's*.
 School-Girls.—May *Chambers' Journal*.
 Scientific Education and Industrial Prosperity.—May *Nat. Rev.*
 Scholarships, The Evil of.—May *Murray's*.
 The Language and Literature of the Age.—April *Edinburgh Rev.*
 Technical Training, Industrial Value of.—May *Contemp. Rev.*
 The Education Commission and the School Rate.—May *Fort. Rev.*
 The State, The Church, and the School.—June *Atlantic*.
 The German Gymnasium in its Working Order.—June *Atlantic*.

BOOK DEPARTMENT.

NEW BOOKS.

LANGUAGE EXERCISES. By Robert C. Metcalf and Orville T. Bright. Ivison, Blakeman & Company, Publishers. New York and Chicago. 223 pp. 42 cents.

This is truly a book of language exercises, and great care has been taken in the arrangement of the lessons to secure constant freshness, and at the same time furnish repeated practice in every variety of exercise. Some of the most marked features of the book are, Exercises in Letters and their Sounds, in Words and Word Forms, Exercises in the Use of the Dictionary, the Study of Sentences, Exercises in Pronunciation, Dictation Exercises, Picture Studies, Composition Writing, Studies of Poems, Reproduction Exercises, Letter Writing, The Right Use of Words, Paraphrasing, Studies in Biography, Local Observations and Neighborhood Studies, and Supplementary Readings. This wide range of subjects for exercises furnishes pupils with a great amount of practice in expression. The introduction of practical work in geography, history, and natural history, is a wise movement, and the abundance of material furnished enables the teacher to provide a pleasant, profitable and instructive succession of exercises. The topics for study and conversation will be found specially valuable, as well as the Dictation Exercises and lessons on Letter Writing. A good book of Language Exercises is a welcome guest.

FIRST GREEK READER. Easy Selections Adapted from Xenophon and Thucydides, and Introductory to the Anabasis of Xenophon. With Dates and Exercises. By Edward G. Coy, M. A. Third Edition. New York: D. Appleton & Co., 1-3-5 Bond Street. 149 pp.

The object of these simplified selections is to assist beginners in gaining ease and fluency in translating, at a time when otherwise they would be confined to grammar and lessons, or be struggling with translations beyond them. The selections from Xenophon, besides affording suitable material for translating, include the leading details of the entire story of the Ten Thousand—four books of the "Anabasis" excepting a few pages,—and will furnish a pupil who reads them carefully, a good Xenophonic vocabulary. The remaining selections, taken mostly from Thucydides, and the history of the Peloponnesian war, give some interesting details of that long and terrible struggle between Athens and Sparta for the supremacy of Greece. The pupil who reads this book will not only enjoy the selections, but lay a good foundation for the future building up of a good Greek scholarship.

THE "MAN WONDERFUL" MANIKIN. Arranged by A. Gardener. Cloth, 10 1/2 x 25 inches. With About 50 Colored Plates. New York and Chicago: E. L. Kellogg & Co. \$5.00.

There has long been needed a cheap and compact manikin for the teacher's use in the school and class-room. The "Man Wonderful" manikin is 25 inches high and 10 1/2 inches wide, and consists of maps that overlap each other. There are nearly 50 different plates, beautifully colored. The muscular system is the first that appears; then by turning over a flap the heart, liver, intestines, etc., are shown. By turning again the circulation is seen, the heart, lungs, arteries, veins, etc. The brain is shown; also the nerves to the eyes, nose, and mouth. Thus it becomes a complete apparatus for the study of anatomy and physiology. For the use of the teacher nothing could be handier; it can be hung on the wall or stood on the table. It will be found a most attractive thing to pupils, interesting them in the study and helping them greatly. It is durably made, mounted on cloth and is accompanied by a manual showing its use and describing the various organs of the body carefully numbered to correspond with chart. Such a piece of apparatus will be of the greatest aid in stimulating study. The subject of physiology is receiving more and more attention. In a number of states it is required by law to be taught, Kentucky having very recently passed such a law. An obstacle in the way has been the need of a cheap and durable manikin. We believe that the "Man Wonderful" manikin fully supplies this need. Its cost is only \$5.00 which is certainly remarkably low. The publishers are to be commended for placing this useful piece of apparatus within the reach of the average teacher. We understand that the publishers pro-

pose to introduce it by county agents, and will be glad to hear from any teachers who desire profitable work for the summer.

THE LEADING FACTS OF FRENCH HISTORY. By D. H. Montgomery. Boston: Ginn & Co., Publishers. 321 pp. \$1.25.

The object of this volume, which is one of "The Leading Facts of history" series, is to present in a small compass, the most important events of the history of France, selected, arranged, and treated according to the soundest principles of historical study, and set forth in a clear and attractive narrative. The plan is: 1. The respective influences of the Celtic race, and of the Roman and German conquest, clearly shown. 2. Charlemagne's work and the subsequent growth of feudal institutions. 3. The breaking up of the feudal system, and the gradual consolidation of the provinces into one kingdom, and the development of the sentiment of nationality. 4. The growth of the absolutism of the crown, the interesting and important relations of France to America, and the causes of the French Revolution. 5. The career of Napoleon and its effects on France and Europe, carefully considered. 6. Finally, a sketch of the stages of the historical progress of France in connection with the state of the Republic to-day. The work is illustrated with fourteen maps and complete genealogical and chronological tables:—there are also explanatory foot-notes, and each section of the history is followed by a brief summary of the ground gone over. The maps are full of historical interest.

READING SPELLERS. First Book, 154 pp., 18 cents. Second Book, 191 pp., 25 cents. By William Campbell. New York: Thomas Kelly, Publisher.

These volumes are by the former principal of the high school of Hoboken, and show a vast amount of labor. There are very suggestive methods employed and no teacher but will be aided by having them on his desk. They are not spelling books, but suggest methods of teaching spelling. Rules for using capitals and punctuation marks are given and exemplified; outlines for composition, writing, etc., making the book a handy one for very many purposes. The young teacher can derive much profit from it, even without following its chapters consecutively.

ENGLISH COMPOSITION. Adapted to the Wants of High Schools and Academies. By Alfred H. Welsh, A. M. Chicago: John C. Buckbee & Co. 204 pp. 50 cents.

As a sequel to the ordinary text-books on grammar, and an introduction to the study of rhetoric proper, this manual for school work, will be found most excellent. Its aim is, to present, in a pleasant, simple way a graded course in composition, which shall lead to a fair mastery of good English, the development of a critical literary taste, and the power of expressing a train of thought in good language. A book that can accomplish such a work as that is what is most needed and sought for. An excellent feature of this work is that one thing is taught at a time; every subject introduced is fully explained and illustrated, and what is learned is at once applied. The exercises all through are carefully graded, numerous and various, and test the pupil's ability to employ in practice the principles upon which the usage depends. Skeleton forms are given—descriptive, narrative, and discursive. The latter, as a rule are accompanied by reference lists. The cultivation of good expression is a subject of the highest importance, and is taking a high stand in school work.

SELECTIONS FROM TENNYSON. With Introduction and Notes. By F. J. Rowe, M. A., and W. T. Webb, M. A. London and New York: Macmillan & Co. 156 pp. 75 cents.

The poems of Tennyson are too well known and highly appreciated to need comment. They are a part of our every-day life and pleasure. The calm moods in which the poet depicts Nature are peculiar to himself, and his poetry is throughout inspired by elevated thought and noble sentiment. The selections, which compose this volume are taken from some of the well known poems, as, for instance,—"The Lady of Shalott,"—"Enone,"—"The Lotus Eaters,"—"A Dream of Fair Women,"—"Morte D'Arthur,"—"Dora,"—"Sir Galahad," and other of the well known and much-read poems of the celebrated author. A somewhat lengthy "Introduction" gives a good and clear idea of the early life of Tennyson, and the history of his poems.

A MANUAL OF DRAWING to Accompany Hailes' Practical Drawing Series. By Theodore C. Hailes. New York: Charles E. Merrill & Co. 743 Broadway.

In this little work upon drawing, the author has given to teachers the benefit of many years' experience as a drawing teacher in the public schools. He claims that drawing taught at the expense of the public, should aim at three things, viz.:—1, discipline for the hand, eye, memory, and imagination; 2, the teaching of principles of industrial art, as applied to the arts and to manufactures; and 3, the development of individual taste. General directions are given in regard to position in drawing, pencils, rubber, blackboard work, testing work, etc. All kinds of geometric figures are given for practice, with definition auxiliaries, including many test questions.

PRINCIPLES OF PROCEDURE IN DELIBERATIVE BODIES. By George Glover Crocker. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 109 pp. 75 cents.

This very neatly bound little volume is designed to furnish a concise and systematic statement of the principles of procedure, applicable to deliberative bodies. It is almost a pocket manual, being of very convenient size to carry or handle. The type and make-up are excellent, and the entire book is almost a gem of its kind. In the preparation of it, great care has been taken to keep the distinction clear between principles and rules. Important points are treated in a very clear but concise way, or so small a book could not contain twenty-seven well rounded chapters. Parliamentary law is made clear and practical. The mode of organizing and opening a meeting, with nominations of officers, and a multitude of other all-important things equally useful for both men and women, are presented. It is a book of valuable information.

STODDARD'S NEW INTELLECTUAL ARITHMETIC. Containing an extensive Collection of Practical Questions on the General Principles of Arithmetic, with concise and Original Methods of Solution. By John F. Stoddard, A. M. Sheldon & Company, New York and Chicago. 186 pp. 35 cents.

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pearance. Its many attractive features make it one of the most popular intellectual arithmetics ever published, and the new matter presented in this edition, is designed to make it still more useful and popular. There is no more important study to produce a mental grip than intellectual arithmetic, for by it the minds of pupils can be trained so as to give them a power of thought, not to be attained probably by any other study used in our schools, and no other book of its size, perhaps, contains more food for real thought than this mental arithmetic of Stoddard's; it cultivates a method of direct logical reasoning, as well as a clear, concise, and intelligible expression of the mode of analysis. Teachers should not fail to make a trial of it.

LIVING QUESTIONS. Studies in Nature and Grace. By Warren Hathaway, New York: Fords, Howard, & Hulbert. 366 pp. \$1.25.

There is the genuine ring of true metal in these discourses by Mr. Hathaway, making them very acceptable to thoughtful Christian people. The author believes both in the Divine Spirit and the human reason; and his treatment of the "Living Questions" he has selected, is full of interest and life. He does not accept some of the modern theories,—for instance, that of Evolution as the Divine method of creation, and his clear and firm expressions upon that and other equally important points, are refreshing in these days of limitless discussion, and intangible beliefs. The book will be widely read by pastors and laymen alike.

REPORTS.

THIRTY-SECOND ANNUAL REPORT OF THE BOARD OF EDUCATION OF NEWARK, N. J., 1888. Hon. Wm. N. Barringer, superintendent.

The superintendent thinks that the time has arrived when some measures should be adopted providing for the proper education and training of the large number of children now spending their time on the streets. The enforcement of the compulsory school law would largely remove the difficulty. The provision exempting from the provisions of this act those districts or localities that have not sufficient accommodations for seating the pupils, is a serious defect, and should be speedily removed. There is no doubt that a large number of young children of both sexes are illegally employed. This would not be the case were the child labor law properly enforced. Making all allowances, there were about 6,000 children unaccounted for in the schools. The normal and training schools maintained their high standard of efficiency, and their value to the school system is no longer questioned.

ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS OF THE CITY OF NEW YORK, 1888. Hon. John Jasper, superintendent.

The superintendent makes the following recommendations: The consolidation of small schools, thus adding to the efficiency of the instruction, and lessening the expense of the work done, the prohibition of the further appointment of teachers of music and drawing, and the establishment of a reformatory school in order to secure a more complete enforcement of the compulsory education act. "Supplementary reading" might be given more prominence, and applied writing might take the place of copy-book writing in lower grades than as at present provided. In making promotions it is recommended that only those pupils be examined who are not clearly proficient. School work is now interfered with in certain localities by the noise of passing vehicles. This evil could be somewhat remedied by replacing the present pavement by another kind, such as asphalt, patent block, etc. Intelligent and active supervision by the school trustees is an important factor in the success of the schools. There is a great need of restricting the city, equalizing the number of trustees in the wards. The total number of schools was 301; teachers, 4,056; average attendance of pupils, 153,780; average number of pupils to each teacher, 42.

LITERARY NOTES.

CHARLES SCRIBNER'S SONS announce that they will publish immediately a new story by Robert Louis Stevenson and Lloyd Osborne entitled "The Wrong Box."

GINN & Co., the famous school book publishers, have an agency in Japan, and send large quantities of books to that far-off country.

WILBUR B. KETCHAM, 13 Cooper Union, New York, has published in pamphlet form "The Relation of Pedagogy to Christian Philosophy," by Jerome Allen, Ph.D. This was a paper read before the American Institute of Christian Philosophy.

HOUGHTON, MIFFLIN & Co. announce for early publication another book by John Fiske, "The Beginnings of New England," containing the substance of lectures delivered in many cities but never printed.

D. APPLETON & Co. have just ready "In the Wire-Grass," a story by Louis Pendleton.

THE CENTURY DICTIONARY, the finest work of the kind ever prepared, will serve the purpose also of a cyclopedia. It is expected that the last part of it will be published within two years.

G. P. PUTNAM'S SONS have brought out a work that will be of great interest just now on account of the discussions of the negro question. It is entitled "The Plantation Negro as a Freeman," and was written by Philip A. Bruce.

CATALOGUES AND PAMPHLETS RECEIVED.

One Year of Note Singing. By O. E. McFaddon, Minneapolis, Minn. This is an exposition of the author's method of teaching music as employed in the Minneapolis schools.

Catalogue of the Public schools of Bartholomew county, Ind., 1888. James W. Weeks, superintendent.

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